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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 53 titles deal with a variety of topics, including the following: (1) instructional procedures for teaching word meanings; (2) readability; (3) reading acquisition; (4) the relation of word deprivation to reading in elementary school children; (5) blending and segmenting as prereading skills; (6) teaching reading comprehension; (7) the effects of oral reading and related language experiences on the reading readiness of kindergarten children; (8) memory span and the optimal introductory reading lesson; (9) factors related to the development of sixth grade students' reading habits; (10) administrators' perceptions of the involvement of specialized reading personnel in the elementary school reading program; (11) lexical access for single printed units in first grade children; (12) selective attention in language comprehension; (13) the effects of training in visual imagery and phrasing on reading comprehension; (14) the development of reading-related knowledge over the preschool years; (15) training in test wiseness on reading scores of low and middle sociceconomic status children; (16) the relationship of teacher reinforcement to pupil behavior and reading achievement; and (17) cognitive style and reading. (FL)

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Abstracts of the following dissertations are included in this collection:

Ahlfors, Georganna

LEARNING WORD MEANINGS: A COMPARISON OF THREE INSTRUCTIONAL PROCEDURES

Ayer, Harold George

THE USE OF TASK CARDS IN TEACHING READING COMPREHENSION AND VOCABULARY SKILLS

Bennett, Lyle Gene

AN ANALYSIS OF THE READABILITY OF SIXTH GRADE SCIENCE TEXTBOOKS USING THE DALE-CHALL FORMULA AND THE CLOZE PROCEDURE TEST

Bossenbroek-Schipper, Beth E.

SOME EFFECTS OF VISUAL IMAGERY ON THE READING COMPREHENSION OF THIRD GRADE CHILDREN

Bracken, Bruce Albert

THE EFFECT OF PERSONALIZED BASAL READERS ON THE READING COMPREHENSION OF POOR AND AVERAGE FOURTH GRADE CHILDREN

Brown, Stephanie Lea

A STUDY OF THE READING ACQUISITION PROCESS OF EARLY READERS

Chiang, Berttram

LEARNING AND TRANSFER EFFECTS OF WORD STRUCTURE AND PHONICS TRAINING WITH FIRST GRADE AND LEARNING DISABILITIES PROGRAM STUDENTS

Condry, Sandra McConnell

A DEVELOPMENTAL STUDY OF PROCESSES OF WORD DERIVATION IN ELEMENTARY SCHOOL CHILDREN AND THEIR RELATION TO READING

Denne, Thomas Carl

BLENDING AND SEGMENTING AS PREREADING SKILLS

Droby, Donna Marie

RELATIONSHIPS AMONG THE READABILITY LEVELS OF SELECTED TEXTBOOKS, CLOZE PROCEDURES, AND THE READING ACHIEVEMENT OF SIXTH-GRADE STUDENTS

Dumas, Gloria Jene Stephens

AN INVESTIGATION OF VOCABULARY ACHIEVEMENT AND SELF-ESTEEM AS INFLUENCED BY METHODS OF TEACHING

Dunn, Lynne Ellen Patton

COMPREHENSIVE STUDY SKILLS FOR FIFTH AND SIXTH GRADE STUDENTS

Dutton, Dorothy Irene

THE VALIDITY OF A HIERARCHY OF READING PURPOSES AS AN AID IN TEACHING READING COMPREHENSION

Elliott, Cynthia Margot

READING STRATEGY DEVELOPMENT IN BEGINNING READERS

Elliott, Dorcas Angeline

THE EFFECTS OF STORY PREFERENCE ON THE READING COMPREHENSION OF LOW SOCIO-ECONOMIC STATUS CHILDREN IN GRADE FOUR

Ferguson, Diana Marie

THE EFFECTS OF ORAL READING AND RELATED LANGUAGE EXPERIENCES ON THE READING READINESS OF KINDERGARTEN CHILDREN

Fleisher, Lisa Sperling

THE EFFECT OF WORD-EMPHASIS AND COMPREHENSION-EMPHASIS INSTRUCTION ON READING PERFORMANCE

Frangia, George William

MEMORY SPAN AND THE OPTIMAL INTRODUCTORY READING LESSON

Gaither, Penny Lynn

AN INVESTIGATION OF FACTORS RELATED TO THE DEVELOPMENT OF TWELVE SIXTH GRADE STUDENTS' READING HABITS

Gardner, Frances Shaw

ADMINISTRATORS' PERCEPTIONS OF THE INVOLVEMENT OF SPECIALIZED READING PERSONNEL IN THE ELEMENTARY SCHOOL READING PROGRAM OF THE DETROIT PUBLIC SCHOOLS

Getman, Margaret Anne

CORRELATES OF EARLY READING

Gillis, Marguerite Kapualani

LEXICAL ACCESS FOR SINGLE PRINTED UNITS IN FIRST-GRADE SUBJECTS

Goelman, Hillel

SELECTIVE ATTENTION IN LANGUAGE COMPREHENSION: A STUDY OF GOOD, AVERAGE AND POOR READERS

Hall, Ann Kay

THE EFFECTS OF TRAINING IN VISUAL IMAGERY AND PHRASING ON READING COMPREHENSION

Hansen, Jane Ann

THE EFFECTS OF TWO INTERVENTION TECHNIQUES ON THE INFERENTIAL ABILITY OF SECOND GRADE READERS

Held, Marie Elizabeth

THE RELATIONSHIP BETWEEN HIGH AND LOW INTEREST AND THE ORAL READING BEHAVIOR OF FOURTH-GRADE BOYS

Hiebert, Elfrieda H.

THE DEVELOPMENT OF READING-RELATED KNOWLEDGE OVER THE PRESCHOOL YEARS

Horn, Patty Johanna Terrell

THE EFFECT OF THE SCIENCE CURRICULUM IMPROVEMENT STUDY (SCIS) ON READING COMPREHENSION AND VOCABULARY ACHIEVEMENT OF FIRST GRADE STUDENTS

Horstmann, Carmen Castells

THE EFFECT OF INSTRUCTION IN ANY OF THREE SECOND LANGUAGES ON THE DEVELOPMENT OF READING IN ENGLISH SPEAKING CHILDREN

Johnson, Vera Poole

EFFECTS OF THREE CLASSROOM METHODS FOR ACHIEVING ORAL READING AUTOMATICITY ON READING PERFORMANCE OF THIRD AND FOURTH GRADE STUDENTS

Keisler, Patience Wiedt

A STUDY OF THE RELATIONSHIP OF PUPIL ACHIEVEMENT TO THE DEGREE OF TEACHER IMPLEMENTATION OF AN INDIVIDUALIZED ELEMENTARY READING PROGRAM

Levine, Martha Lyon

SELECTIVE ATTENTION AND READING: A STUDY ON THE EFFECTS OF READING ABILITY AND TASK CHARACTERISTICS ON CENTRAL-INCIDENTAL LEARNING IN CHILDREN

Levine, Mitchel A.

TRAINING IN TESTWISENESS ON READING SCORES OF LOW AND MIDDLE SES PUPILS

Long, Judith Louise

THE EFFECTS OF A NEWSPAPER-BASED SUPPLEMENTARY READING PROGRAM ON THE READING ACHIEVEMENT AND ATTITUDES TOWARD READING OF FIRST GRADE STUDENTS AT THREE DIFFERENT ABILITY LEVELS

Luckett, Robert Daniel, Sr.

DIFFERENCES IN SIGHT VOCABULARY ACHIEVEMENT OF DEPENDENT AND INDEPENDENT FIRST GRADE CHILDREN TAUGHT BY DIRECT AND INDIRECT TEACHING METHODS

Memory, David McIntosh

PREQUESTIONS, PRESTATEMENTS, CAUSAL EXPRESSIONS, AND CAUSE-EFFECT PASSAGES: A COMPARATIVE STUDY OF ADJUNCT AIDS AND INSTRUCTIONAL APPROACHES WITH LOW AVERAGE AND GOOD READERS IN THE SIXTH GRADE

Meyer, Linda Anne

AN EXPERIMENTAL STUDY OF THE TREATMENT EFFECTS OF WORD-ANALYSIS AND WORD-SUPPLY CORRECTION PROCEDURES DURING WORD-ATTACK

Moore, Cynthia Ann Monk

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN ELEMENTARY PRINCIPALS' KNOWLEDGE OF READING AND SECOND-GRADE STUDENTS' READING ACHIEVEMENT

Pappas, Helen

EFFECT OF DRAMA-RELATED ACTIVITIES ON READING ACHIEVEMENT AND ATTITUDES OF ELEMENTARY CHILDREN

Perkins, Iris Williams

THE EFFECT OF PARENT PARTICIPATION ON SECOND GRADE READING ACHIEVEMENT

Poostay, Edward John

THE EFFECT OF PICTURES ON KINDERGARTEN PUPILS' ABILITY TO LEARN WORDS IN ISOLATION AND IN CONTEXT

Powell, Glen Huel

THE RELATIONSHIP OF TEACHER REINFORCEMENT TO PUPIL BEHAVIOR AND READING ACHIEVEMENT

Ramirez, Rhoda Lamastus

READING PERFORMANCE MEASURED BY INFORMAL READING INVENTORIES IN AREAS OF MOST EXPRESSED INTEREST AND LEAST EXPRESSED INTEREST

Rhodes, Lynn Knebel

THE INTERACTION OF BEGINNING READERS' STRATEGIES AND TEXTS REFLECTING ALTERNATE MODELS OF PREDICTABILITY

Shustrin, Richard Irwin

TUTOR EFFECTIVENESS UNDER DIFFERENT LEVELS OF TRAINING FOR TEACHING THE VISUAL DISCRIMINATION OF LETTERS

Slaughter, Judith Pollard

A BEGINNING PROGRAM OF READING GRAPHS FOR SECOND AND THIRD GRADE STUDENTS

Smith, Robert Allen

A STUDY OF FULL-DAY ALTERNATE DAY VERSUS HALF-DAY EVERY-DAY KINDERGARTEN SESSIONS

Tamor, Lynne

COGNITIVE STYLE AND READING: THE INTER-RELATIONSHIPS OF FOUR COGNITIVE STYLES AND THEIR INFLUENCE ON READING PERFORMANCE

Velvin, Mary Jo Poovey

THE EFFECTS OF THE USE OF THE EXEMPLARY CENTER FOR READING INSTRUCTION'S PROGRAM ON A SELECTED GROUP OF ELEMENTARY SCHOOL STUDENTS

Wangberg, Elaine Gregory

A PSYCHOLINGUISTIC STUDY OF THE RELATIONSHIP OF COGNITIVE DEVELOPMENT AND THE READING STRATEGIES USED BY SECOND GRADERS

Whittemore, Judith Duncan

AN EXAMINATION OF THE RELATIONSHIP BETWEEN THE COGNITIVE LEVELS OF TEACHER QUESTIONS AND SELECTED STUDENT PLACEMENT AND TEACHER VARIABLES

Wilson, Cathy Roller

THE EFFECTS OF CLOSE TEXTUAL ANALYSIS ON SIXTH GRADE STUDENT'S ABILITY TO PRODUCE A GIST OR SUMMARY STATEMENT

Woodburn, Mary Stuart

HOW QUESTIONING STRATEGIES ARE EMPLOYED IN TWELVE BASAL READER SERIES

LEARNING WORD MEANINGS: A COMPARISON OF THREE INSTRUCTIONAL PROCEDURES

Order No. 8011754

AHLFORS, GEORGANNA, PH.D. *University of Minnesota*, 1979. 150pp. Major Professor: Robert Dykstra

The purpose of this study was to investigate the relative effectiveness of three techniques of teaching vocabulary in teaching word meanings, sentence comprehension, and story comprehension. The performance of sixth-grade students taught by three instructional approaches to vocabulary (a dictionary method, a context method, and an experience method) was compared with that of groups receiving no specific vocabulary instruction on measures of word knowledge and understanding.

Both the materials and the techniques used were similar to those actually used or recommended for use in the classroom. Students in the experimental groups were taught ten words per week for a period of five weeks. The words were selected from a weekly story on the basis of their relative unfamiliarity to the students. Control groups received no word-meaning instruction but read stories and answered questions about those stories.

The instructional approaches were selected from those commonly used in the classroom and from those recommended in reading methods literature. In the Definition Treatment students were presented with dictionary definitions for each of the words and then were drilled on these meanings.

Students in the Context Treatment were presented with the weekly words each within the context of a sentence. The students then arrived at the meanings of the words through group discussion and practiced using the words in other sentences.

The Experience Treatment was based upon the recommendations of such authors as Pearson and Johnson (1978) who propose that the most effective way to assure lasting understanding of meanings of words is to attach to those meanings experiences which the students have already had. In this treatment students completed maps of the meanings of the target words and their relationship to prior experiences. Based upon group discussion of the words and their application to actual experiences, the students generated definitions for each of the words.

At the end of each week, all of the students were asked to read the story from which the vocabulary was taken and to answer ten short-answer questions about it. At the end of the five weeks of instruction students were given four tests as measures of word-meaning knowledge and understanding. These measures included a multiple-choice word meaning test, an anomalous sentence test, a modified cloze test, and a free-recall test. The multiple-choice and anomalous sentence tests were again administered after a period of six weeks.

The results of the study indicated that there was a definite effect of teaching word meanings on both the knowledge of word meanings and the understanding of those words used in sentences. All instructional groups were significantly better than the control groups on both the multiple-choice word meaning test and the anomalous sentence test. The Definition Treatment proved to be most effective on the multiple-choice definition test, while the Context Treatment was most effective on the measures of sentence comprehension. Results were mixed on the cloze and free recall measures but tended to favor the experimental groups. An overall conclusion was that the similarity of the testing task to the type of instruction given had a great deal of influence on the results of that test.

There was no significant treatment effect on the weekly story tests. Apparently teaching unfamiliar words from a story has little effect on the ability of students to answer open-ended comprehension questions on that story.

THE USE OF TASK CARDS IN TEACHING READING COMPREHENSION AND VOCABULARY SKILLS

Order No. 8012708

AYER, HAROLD GEORGE, ED.D. *Northern Arizona University*, 1979. 54pp. Adviser: Dr. Raymond E. Huitt

The Purpose and Procedure of the Study. The problem researched was to evaluate the effectiveness of a method of teaching regarding comprehension and vocabulary skills through the use of task cards. A comparison of the mean reading comprehension and mean vocabulary scores of a control group and a treatment group was made. Mean reading comprehension and mean reading vocabulary gain scores were compared in both groups. Pretest and posttest mean comprehension and mean vocabulary scores were also compared within each group.

The study was conducted in an elementary school in San Diego from October 1978 to March 1979 with 36 pupils in each group, randomly selected from all the second and third grade pupils. A pretest and posttest was given using the Gates-MacGinitie Reading Test and the San Diego Quick Assessment Test. The treatment consisted of the use of reading comprehension task cards produced by the BFA Educational Media Co. The SPSS Condescriptive and the Student's t-test subprograms were used in a computer analysis at the .05 level of significance.

Results of the Study. The t-test analysis of the mean comprehension and mean vocabulary scores showed no significant differences between the control and the treatment group. The t-test analysis of the mean reading comprehension gain scores showed a significant difference of .005, favoring the treatment group. Mean reading vocabulary gain scores showed no significant differences. Comparisons of the mean comprehension scores of the boys and girls showed no significant differences. Analysis of the prestest and posttest mean comprehension and mean vocabulary scores showed significant differences within the treatment group.

Conclusions and Recommendations. The treatment was not effective in increasing comprehension when the two groups were compared. Comprehension gain scores were effective comparing the two groups. No differences were found comparing boys and girls. A difference was found for both comprehension and vocabulary within the treatment group, indicating improvement within the group.

It is recommended: (1) that this type of study be continued for a longer period of time, perhaps two years; (2) that the time the task cards are used be increased from thirty minutes per day to one hour per day; and (3) that the task cards be made available to more teachers on a wider basis than was done in this study.

AN ANALYSIS OF THE READABILITY OF SIXTH GRADE SCIENCE TEXTBOOKS USING THE DALE-CHALL FORMULA AND THE CLOZE PROCEDURE TEST

Order No. 8005095

BENNETT, LYLE GENE, ED.D. *Utah State University*, 1979. 97pp. Major Professor: Dr. Jay A. Monson

The purposes of this study were: (1) to determine if sixth grade science textbooks could be read by sixth grade students, (2) to determine whether some sixth grade science texts were more easily read than others, and (3) to find out if there was a difference in the ability of boys and girls to read the science texts.

The study was conducted in the eleven sixth grade classrooms of the Washington County School District.

Twelve sixth grade science textbooks adopted by the Utah State Textbook Commission were selected for testing in the eleven classrooms.

Passages were randomly selected from the textbooks and the Cloze Procedure Test was applied to these passages. Each of the twelve textbooks were tested in each classroom. The texts were randomly placed into four groups. The first three textbooks were called Test ABC. The second three texts were Test DEF, the third three, Test GHI, and the fourth three texts were called Test JKL.

Of the 999 scores resulting from the three tests administered to each of the 333 students, 439 or 43.94 percent were passing scores on the Cloze Procedure Test.

The first purpose of this study was to determine if sixth grade science texts could be read by sixth grade students in Washington County School District. It was found that six texts were readable by 9.41, 13.58, 22.99, 24.71, 43.68, and 44.44 percent of the students tested for them, four texts were readable by 50.62, 52.50, 56.25, and 59.88 percent of the students taking the tests for them. The remaining two texts were readable by 75.00 and 76.47 percent of the boys and girls tested.

The second purpose of this study was to determine whether some sixth grade science texts were more easily read than others. The analysis of covariance showed large differences between texts within groups significant at the .00001 level, that sex by texts interaction was non-significant, that a difference at the .05 level of significance was found between sex by texts within Group II only, and that a significant difference was found in the reading abilities of students to read science textbooks at the .01 level.

The Dale-Chall Formula was used to show a grade-level for each of the textbooks. It showed that two Texts had a grade-level of 5-6, five texts had a grade-level of 7-8 and five texts had a grade-level of 9-10.

Tukey's HSD procedure was used to determine where differences between texts within groups existed at the .05 level of significance. Thus, differences in readability of most texts existed.

The third purpose of this study was to determine if there was a difference in the ability of boys and girls to read the selected science textbooks. The analysis of Covariance procedure used on the Cloze Procedure Test scores showed no significant difference between the sexes to read science texts.

As a result of this study, the researcher makes the following recommendations that readability levels of the science texts be compared by school districts with their students reading abilities to select textbooks which have appropriate reading levels; that textbook publishers develop sixth grade science materials which are readable by a higher percentage of sixth grade students; and that publishers report readability findings of their published reading materials.

SOME EFFECTS OF VISUAL IMAGERY ON THE READING COMPREHENSION OF THIRD GRADE CHILDREN

Order No. 8006086

BOSSENBROEK-SCHIPPER, BETH E., PH.D. *Michigan State University*, 1979. 103pp.

This study investigated the application of visual imagery in teaching reading to third grade children and reports the observed effects on their reading comprehension.

This study was designed to be administered to nine classrooms of third grade students from a private school system in the Midwest. One group, the experimental group, received instructions in the use of visual imagery as an aid in reading comprehension. The other group, the control group, received no instructions or suggestions regarding visual imagery. Both the experimental and the control group read the same ten-paragraph prose selection and responded to the same question on that selection. Immediately after reading the selection, half of the experimental group and half of the control group were tested on their verbatim memory and reading comprehension. These groups were designated as E-1 and C-1. The other half of each group was not immediately tested. These groups were designated as E-2 and C-2. One week later all subjects of both groups received the same test to measure comprehension and recall.

The results were analyzed with a univariate analysis of repeated measures designed to determine whether the visual imagery instructions given to the treatment groups resulted in significantly higher comprehension scores. It was hypothesized that the group receiving instructions in visual imagery would score significantly higher on semantic comprehension and verbatim recall tests than the group receiving no instructions in the use of visual imagery. Five major hypotheses were tested to determine the relationship of visual imagery on verbatim memory and semantic comprehension, on both immediate and delayed tests.

Conclusions. (1) Instructions in the use of visual imagery and encouragement to use it while reading a selection does not significantly affect verbatim memory or semantic comprehension when students are tested immediately after reading the selection or when they are tested one week later without having taken an immediate test. (2) Instructions in the use of visual imagery in conjunction with the reinforcement of an immediate test does significantly affect long-term verbatim memory; however, it does not significantly affect long-term semantic comprehension. (3) The use of an immediate test is not significantly more effective than the use of visual imagery when either long-term verbatim memory or long-term semantic comprehension was measured. (4) The use of an immediate test significantly improves the scores on both a delayed verbatim memory test and a semantic comprehension test.

This study has shown, for the population and methods used, that the use of a combination of visual imagery and immediate testing improves long-term verbatim memory when compared with an immediate test and no visual imagery. Although the differences were not statistically significant, the difference in means also suggests that a combination of visual imagery and immediate testing may also be beneficial for long-term semantic memory when compared with an immediate test and no visual imagery.

Although this study did not focus on the effects of an immediate test or delayed verbatim memory or semantic comprehension, it did show a significant effect on the scores of both tests for the population and methods used.

THE EFFECT OF PERSONALIZED BASAL READERS ON THE READING COMPREHENSION OF POOR AND AVERAGE FOURTH GRADE CHILDREN

Order No. 8000981

BRACKEN, Bruce Albert, Ph.D. University of Georgia, 1979. 117pp. Major Professor: Alan S. Kaufman

The principal purpose of the study was to test the efficacy of personalized basal stories as a means of increasing the reading comprehension of children with average or below average reading ability. A second purpose was to determine the relative difficulty of literal and inferential comprehension questions.

The fourth grade children participating in the study included 20 boys and 20 girls residing in a rural Georgia community. Half of the children were reading on grade level, according to their performance on the Gates-MacGinitie Reading Test, and the remaining 20 students were below grade level in their reading ability.

Using a stratified random sampling procedure the children were divided into control and experimental groups. Each child in the control group read five stories taken from the Holt Basic Reading System. The children in the experimental group read modified versions of the same five basal stories. In the modified versions, the names of the characters were replaced with names that were personally familiar to each child in the experimental group.

After reading the five stories, the children in both groups answered six multiple choice comprehension questions per story, for a total of 30 items. Fifteen of the items were literal questions and the remaining 15 were inferential questions. The items were written according to Barrett's Taxonomy of reading comprehension questions.

The results of the study indicated that the personalized basal stories enhanced the reading comprehension of the poor readers, but did not have a facilitative effect on the reading comprehension of average readers. There was no difference in the reading comprehension scores of the average readers who read the standard nonpersonalized stories and the poor readers who read the personalized stories. This finding further demonstrated the effectiveness of personalization for the poor readers. Additionally, it was found that the average readers answered literal and inferential questions with the same relative ease, but the poor readers correctly answered significantly more literal than inferential questions.

The implications of this study are that personalized basal stories may provide an effective means of teaching reading to children, who, for whatever reasons, are behind in their reading achievement. A hierarchy appears to exist in which the ability to answer literal questions precedes the ability to answer inferential questions. Therefore, it may prove beneficial for teachers to teach both subskills separately rather than teaching reading comprehension as a unitary global skill.

A STUDY OF THE READING ACQUISITION PROCESS OF EARLY READERS

Order No. 8006088

BROWN, STEPHANIE LEA, PH.D. *Michigan State University*, 1979. 139pp.

Purpose of the Study. The purpose of this study was to determine among children who had demonstrated an ability to read prior to first grade entrance: (a) whether they had acquired any of the reading acquisition skills considered to be prerequisities to learning to read, (b) the extent of this skill acquisition within each individual and of the sample as a whole, (c) which of these skills were crucial components contributing to the early reading ability of these children, and (d) whether the acquisition of these essential components might be hierarchical in nature.

Procedures. The theories of five prominent educators were examined to identify skills considered essential to learning to read. Twenty-nine skills were identified and categorized into the areas of visual discrimination, auditory perception, sound-symbol association, blending and letter substitution, and word knowledge. A variety of standardized and non-standardized measuring instruments were selected and developed to assess the skill acquisition of the subjects.

The sample consisted of twenty pre-first grade children who were selected from communities in Michigan and Ohio. Great care was taken in selecting children who had received minimal, if any, formal reading instruction from their parents or school personnel.

Each child was individually tested in two testing periods, of two hours each. Two screening measures which assessed both sight vocabulary and reading comprehension were administered to determine whether the child could easily read and understand words found in typically mid-year first grade level reading materials and be classified as an early reader. Children who were unable to pass the initial screening procedure were not included as subjects. A parental questionnaire was discussed with one or both of each child's parents to gather information concerning aspects of the home environments, family reading practices, and emphasis on education.

The data were analyzed to answer each of the thirty-four research questions. Raw scores were transformed into percentages of correct response which were compared across the subtests. Rank-order correlation coefficients and mean scores were also computed.

Conclusions. The majority of parents of the subjects placed a high value on educational accomplishment and occupational or professional success. The number of female subjects outnumbered the males by more than two to one. Nearly all of the subjects were Caucasian and were enrolled in kindergarten at the time of the data collection. The subjects engaged regularly in reading a wide variety of both fictional and nonfictional materials but, for the most part, had not developed specific reading preferences. All of the parents read to their children on a regular basis and viewed reading as a contributing factor to success in life. Reading was a frequent leisure-time activity of the parents.

All of the subjects substantially exceeded the criterion scores for classification as able readers on both screening measures. The majority of subjects demonstrated knowledge of word meanings greater than that of the average pupil entering grade two. The mean verbal score, the mean performance score, and the mean full scale score earned by the subjects on the WPPSI fell within the Superior intelligence classification.

The investigator was unable to determine the existence or nonexistence of a reading acquisition hierarchy. However, a distinct difference in the levels of mastery of the skill components was evident.

Sixteen of the twenty-nine skills were acquired by the subjects. This acquisition supports the position that certain reading skills must be mastered before reading can occur. Whether these components were acquired as prerequisites to the reading act or as concomitants is not conclusive.

The remaining thirteen skills were not demonstrated by the subjects with sufficient mastery to be considered requisite to the beginning stages of reading acquisition; however, their acquisition may contribute to the attainment of higher ordered reading skills.

LEARNING AND TRANSFER EFFECTS OF WORD STRUCTURE AND PHONICS TRAINING WITH FIRST GRADE AND LEARNING DISABILITIES PROGRAM STUDENTS

Order No. 8006592

CHIANG, BERTTRAM, PH.D. *University of Minnesota*, 1979. 150pp.

The present research investigated the transfer effects among three methods of instruction with two types of phonetically regular words. The effects of segmenting initial consonants were contrasted to the effects of segmenting final consonants and the effects of presenting whole words. The transferability of CVC words was also contrasted to that of CVCE words within each of the instructional arrangements. In addition, the amounts of transfer between consonants, between vowels, and between the word structures were compared with one another and with a set of five control words.

Two separate samples of children participated in the study. Sixty typical first graders were randomly assigned to one of the six combinations of method and word structure. Likewise, forty-eight first to third grade children currently placed in learning disabilities resource programs were randomly assigned to one of the six conditions.

Both pretest, training, and transfer test were administered on a one-to-one basis. Means of effectiveness in this study were determined by (1) the efficiency of learning (time and trials to reach 80 percent mastery criterion), and (2) the amount of transfer to a set of words of the same pattern with changes in either the initial consonant, the medial vowel, or the word structure.

Data from both samples of subjects were analyzed by ANOVA and Scheffé comparison procedures. The results revealed that the subjects taught by the segmented methods were not only superior in their efficiency in reaching the specified criterion but also that the subjects under these two conditions obtained more transfer in general. Under all conditions, there was reliably more transfer between consonants than between vowels or between word structures.

The findings were discussed in terms of their implications both for reading instruction and for future research. The evidence indicates that maximum transfer of word decoding is a learned skill and worthy of further exploration.

A DEVELOPMENTAL STUDY OF PROCESSES OF WORD DERIVATION IN ELEMENTARY SCHOOL CHILDREN AND THEIR RELATION TO READING

Order No. 8003909

CONDRY, SANDRA MCCONNELL, PH.D. *Cornell University*, 1979. 192pp.

This study investigated elementary school children's tacit knowledge of the structure of derived words and the application of this knowledge to a reading task. The derived words utilized here were all word-based and the suffixes studied were *-er, -ly, -ment, -ness, -y* and *-able*. Two experimental tasks assessed children's abilities to acquire, recall, and formulate novel derived words, and produce context-appropriate common derivatives and stems. A third task investigated children's tendency to use their morphemic knowledge in a speeded detection reading task.

A recall task, modelled on Meyerson's and presented orally, tested children's abilities to learn and recall new (nonce-based) suffixed derivatives. Half of the derivatives were rule-consistent (based on Aronoff's Word Formation Rules); the other derivatives were rule-inconsistent. One week and again three weeks later, the child was provided with the stem and a sentence context and was to produce the derivative taught. The data showed that the children differentiated rule-consistent from rule-inconsistent derivatives in that they showed better recall of the former. The single exception was the *-able* derivative for second graders. In addition, many children misrecalled the rule-inconsistent derivatives by substituting the semantically and syntactically appropriate suffix for the rule-inconsistent suffix they had been taught, indicating that they were able to formulate words which they had never heard.

A cloze task presented orally and in print investigated children's knowledge of common real word stems and derivatives, both suffixed and prefixed. Older children correctly produced more derivatives than younger children, except for the *-er* derivatives on which all children performed very well. The *-able* derivatives were difficult for all ages. Second graders had more difficulty providing prefixed than suffixed derivatives. The children had no difficulty producing the stem of a derivative at any age. Correlations between performance of the recall and cloze tasks showed a significant correlation for sixth graders but not for the other grades.

A reaction time task measured the time it took a child to detect letter-string targets in familiar high frequency words. The targets were morphemes or two types of nonmorphemes in search words. The results showed that over all grades and types of morphemes, children were faster to detect a morpheme than a nonmorpheme. Second graders, particularly, used their morphemic knowledge in performing this task. A pilot study with longer and less frequent words showed that adults also detected morphemes faster than nonmorphemes. These results were interpreted as support for Gibson and Levin's view that morphemes are higher order units that can function as perceptual chunks in reading tasks when they enhance economical extraction of information from printed words.

It was concluded that by second grade children understand a stem derivative relationship between words, in that they can produce familiar derivatives of stems, and stems of derivatives, and can also acquire and recall novel derivatives. Children in grade school are productive with suffixes in that they are able to use their knowledge of the functions of particular suffixes to formulate new words. There is development during grade school years in acquisition of Word Formation Rules. There is also development in the acquisition of common derived words. Second graders, particularly, use their morphemic knowledge in a speeded detection task with familiar words. The results of the three tasks provide normative data on grade school children's knowledge of particular suffixes and of the words in which these suffixes appear.

BLENDING AND SEGMENTING AS PREREADING SKILLS

Order No. 8000218

DENNE, Thomas Carl, Ph.D. West Virginia University, 1979. 111pp.

The purpose of this study was to determine the blending and segmenting abilities of prereading kindergarten children and then to differentially teach children with poor prereading skills through the use of various instructional programs.

Seventy-four prereading kindergarten students from five different classrooms were individually tested to determine their abilities in auditory-visual blending and auditory-visual segmenting. These children were better able to blend two syllable items (e.g., doc/tor) than items comprised of a phoneme and a syllable (e.g., l/ike) or two phonemes (e.g., w/e). There were no differences in the children's phoneme-syllable versus phoneme-phoneme blending performances. The children were also better able to segment the initial portion of syllable-syllable items than items comprised of a phoneme and a syllable or a phoneme and a phoneme. There were no segmenting differences between phoneme-syllable and phoneme-phoneme items. For both blending and segmenting, stop consonants were no more difficult for the children to work with than continuant consonants and nonsense words were generally no more difficult than real words. Further analyses revealed that age was not a very useful factor in predicting blending and segmenting performance.

Of the seventy-four children originally tested, fourty-four children were included in the training phase of the study. These fourty-four children were randomly assigned to one of three training conditions: Segmenting, Blending, or Rhyming (Control). The children were taught as members of small groups within each training condition. Each small group received nine training sessions. Following training, each child was again individually tested. Segmenting Training was effective for syllable-syllable, phoneme-syllable, and phoneme-phoneme items. Nonsense words were as easy to segment as real words and there were no stop versus continuant consonant segmenting differences. Blending Training was not effective for syllable-syllable, phoneme-syllable, or phoneme-phoneme items. Segmenting Training produced no measurable effect on Blending Test performance and Blending Training produced no measurable effect on Segmenting Test performance. Following training, neither Blending nor Segmenting Test gains were related to the ages of the children.

These results and other post hoc analyses are discussed in terms of their teaching and research implications.

RELATIONSHIPS AMONG THE READABILITY LEVELS OF SELECTED TEXTBOOKS, CLOZE PROCEDURES, AND THE READING ACHIEVEMENT OF SIXTH-GRADE STUDENTS

Order No. 8000004

DROBY, Donna Marie, Ed.D. East Texas State University, 1979. 138pp. Supervisor: Dr. Donald R. Coker

Purpose of the Study: The purpose of this study was to determine if there were significant differences among readability levels of four selected textbooks as measured by three readability assessments, to determine relationships between students' reading abilities as measured by a standardized test and students' performances with cloze test procedures, and to determine relationships between students' cloze test scores for the cloze test passages. Of primary interest was the use of the cloze procedure as a testing device with sixth-grade students.

Procedure: The sample was comprised of 127 sixth-grade students enrolled in a metropolitan elementary school during the 1978–79 school year. The Reading Comprehension Test of the Iowa Tests of Basic Skills was used to assign grade equivalency scores to the students' reading abilities. The four textbooks selected for evaluation represented a basal reader, a social studies textbook, a science textbook, and an English grammar textbook. Three readability assessments were used to evaluate the textbooks: the Fry Readability Scale, the Flesch Reading Ease Formula, and the Dale-Chall Formula. Twelve cloze passages--three from each textbook--were constructed using the every-fifty-word deletion pattern, and were administered during the first six weeks of the school year. Analyses of variance were used to determine if significant differences existed among the readability levels of the textbooks. When a significant difference was found, Tukey's *t* test was used to determine where the differences existed. Pearson's product-moment correlation was computed to determine the relationships between the students' standardized test scores and the students' cloze test scores, and to determine the relationships between the students' cloze test scores for the cloze test passages. The .05 level of significance was selected as the level at which each hypothesis would be rejected.

Findings: Significant differences did exist among the readability levels of the textbooks as measured by each of the formulas. The most variability was reported with the use of the Fry assessment and the least, with the Flesch assessment. The basal reader and the grammar textbook were rated the two easiest by the formulas, and the social studies textbook and the science textbook, the two hardest. Significant relationships were found between the students' standardized test scores and their cloze test scores. The correlations were significant beyond the .005 level for the total group, for the boys, and for the girls. Significant relationships also existed between the students' cloze test scores for the cloze passages. The correlations were again significant beyond the .005 level for the total group, for the boys, and for the girls.

Conclusions: The findings indicated that there were significant differences among the readability levels of the textbooks. Even for those textbooks whose overall averages fell within the designated grade level, certain portions of the books would be rated as difficult for even the better readers. Further, the easier and harder passages were dispersed throughout the textbooks; the reading difficulty levels did not progress from easier to harder as might be expected. The significant correlations between the students' standardized test scores and the students' cloze test scores indicated that those two assessments of reading competency were measuring similar abilities; it was concluded that the cloze procedure could be valuable in the assessment of reading capabilities. The intercorrelations between the cloze test scores were highly significant, indicating that the students were performing in a parallel manner with the passages from the textbooks rated easier by the formulas and with the passages from the textbooks rated harder. This was an unexpected result, as it had been anticipated that the cloze scores on the passages from the textbooks rated easier would have been significantly higher.

AN INVESTIGATION OF VOCABULARY ACHIEVEMENT AND SELF-ESTEEM AS INFLUENCED BY METHODS OF TEACHING

Order No. 8012697

DUMAS, GLORIA JENE STEPHENS, ED.D. *Northeast Louisiana University*, 1979. 153pp. Adviser: Dr. Catherine Dean Vaughan

The purpose of this study was to investigate the effectiveness of a method of teaching designed to develop vocabulary skills and self-esteem. The sample consisted of four intact fourth-grade classes, randomly assigned to two treatment groups. Two classes received reading instruction utilizing the experimental method, Ginn plus CLIC, and two classes used the regular Ginn method of reading instruction. The treatment extended over a six-week period, beginning with the administration of the pretests in the Spring of 1979 and ending with the administration of the posttests. The pretests and posttests were forms of the *Iowa Tests of Basic Skills* used to measure vocabulary achievement and the *Coopersmith Self-Esteem Inventory* which measured self-esteem.

Analysis of covariance was used to analyze the data obtained to test the hypotheses. *F* tests were used to determine the significance of the overall effect of the treatment. No significant differences were found among fourth-grade boys or girls who were taught by the experimental method and those who were taught by the regular method in vocabulary achievement or self-esteem gain. No significant inter-action between sex and method was shown for vocabulary achievement or self-esteem. Vocabulary achievment was not found to be related to self-esteem change.

The following recommendations were suggested: (1) A similar study should be repeated involving a longer length of time. (2) A similar investigation should be repeated invoiving homogeneously grouped low achievers, culturally and economically deprived pupils, or pupils having low self-esteem or low intelligence. (3) The study should be replicated employing teachers of average ability on a one-to-ten scale as identified by the instructional supervisor. (4) The study should be repeated during a time other than the end of the school year.

COMPREHENSIVE STUDY SKILLS FOR FIFTH AND SIXTH GRADE STUDENTS

Order No. 8010468

DUNN, LYNNE ELLEN PATTON, ED.D. *University of Northern Colorado*, 1979. 308pp.

Purpose of the Study. The purpose of this study was to investigate whether instruction in study skills in fifth and sixth grade levels would result in improved reading performance as measured by the *Tests Of Basic Reading Skills* (TBRS) and *Previewing A Book Test* (PABT).

Procedures. The subjects involved in this study were fifth and sixth grade populations from four public schools. Two of the schools were designated experimental schools and two were designated control schools.

In the 1978-79 school year, the TBRS and the PABT were administered to every fifth and sixth grade student participating in the experimental and control groups as pre-tests and post-tests.

The experimental fifth and sixth grade populations received instruction in these study skills: previewing a book; skimming; scanning; notetaking from written and oral sources, organizing and reporting; critical reading, and, SQ3R ("skim, question, read, 'rite, review.")

Although the teachers were instructed on the steps to be followed throughout the study, it later came to the attention of this researcher that they had taken liberty with those instructions which limited the reliability of the findings.

After the post-testing, the tests were handscored and the raw data was transferred to IBM cards where t-tests for unrelated, and related measures were computed to determine the t-values of pre- and post-test scores between fifth grade experimental and control groups for mean gain score differences. The t-values of pre- and post-test scores between sixth grade experimental and control groups for mean gain score differences were computed. The t-values were computed for each of the experimental groups and each of the control groups for pre- and post-test mean score differences within each group.

Stratified random sampling was used to analyze TBRS and PABT items using an index of discrimination for validity and the mean of correct student responses as an indication of strong or weak test items.

Findings. The t-test findings are summarized: (1) Significant mean gain score differences in reading achievement were found on fifty percent of the subtests and PABT between the fifth grade experimental and control groups at the .05 level of confidence. (2) More than fifty percent of the subtests and PABT indicated no significant differences in the mean gain score differences in reading achievement between the Cherry Creek experimental and control sixth grade groups at the .05 level of confidence. (3) There were significant differences in mean scores from pre- to post-tests at fifth grade for the experimental groups. Eighty-one percent of the subtests and PABT indicated significant gains at the .05 level of confidence. (4) More than fifty percent of the subtests and PABT indicated no significant differences in mean scores from the pre- to post-tests at sixth grade for the experimental group at the .05 level of confidence. (5) There was no significant difference in mean scores from pre- to post-tests at fifth grade for the control groups. Sixty-six percent of the subtests and the PABT indicated no significant differences at the .05 level of confidence. (6) There was no significant difference in mean scores from pre- to post-tests at sixth grade for the control group. Ninety-five percent of the subtests and PABT indicated no significant differences at the .05 level of confidence.

Conclusions. Based on the findings, the following conclusions were drawn: The experimental fifth grade students made significantly greater gains in study skills than those in the fifth grade control group.

Although experimental sixth grade students did not make significantly greater gains in study skills than those in the sixth grade control group, there were measurable gains made in fifty-two percent of the subtests, and eight percent more showed significant gains.

THE VALIDITY OF A HIERARCHY OF READING PURPOSES AS AN AID IN TEACHING READING COMPREHENSION

Order No. 8004445

DUTTON, DOROTHY IRENE, ED.D. *University of Northern Colorado*, 1979. 161pp.

The Problem. The study investigated the validity of a hierarchy of purposes for reading as proposed by Burron.[1] The major purpose of this study was to determine whether students who are able to function at any one level of the hierarchy must also be able to function at each of the lower levels.

Procedures. Two reading passages were written and one question for each of the passages was developed at each level of the hierarchy. The reading passages and questions were administered, as a test, to sample populations of 121 fifth grade students from three separate school districts.

The numbers of students who were able to function at each level were tallied. A second tally was made to determine how many of the students who could function at each level were able to function at each of the lower levels of the hierarchy. These totals were then used to calculate the percentage of students who showed an ability to function at a specific level and who also showed the ability to function at each level considered to be lower on the hierarchy. Any student who was unable to function at a particular level of the hierarchy, but who showed the ability to function at a higher level, was counted as not conforming to the hierarchy. A minimum of 80 percent of the students tested would need to conform to the hierarchy if it were to be considered valid in its present order.

Findings. (1) One hundred percent of the students who were able to answer a question at the second level of the hierarchy were also able to answer a question at the first level of the hierarchy. (2) A total of 98 percent of the students who were able to answer a question at the third level of the hierarchy were also able to answer at least one question at the second and first levels of the hierarchy. (3) A total of 96.4 percent of the students who were able to answer a question at the fourth level of the hierarchy were also able to answer at least one question at the third, second, and first levels of the hierarchy. (4) A total of 94.4 percent of the students who were able to answer a question at the fifth level of the hierarchy were also able to answer at least one question at the fourth, third, second, and first levels. (5) A total of 95 percent of the students who were able to answer a question at the sixth level of the hierarchy were also able to answer at least one question at the fifth, fourth, third, second, and first levels. (6) A total of 91 percent of the students who were able to answer a question at the seventh level of the hierarchy were also able to answer at least one question at the sixth, fifth, fourth, third, second, and first levels. (7) A total of 91.7 percent of the students who participated in the study showed patterns which conform to the hypothesized levels of the hierarchy.

Conclusions. Based on the findings stated above, it was concluded that the study seemed to support the hierarchy of reading comprehension purposes as proposed by Burron.[1] This conclusion was examined in light of the implications it held for pre-teaching and inservice education directed toward the improvement of students' abilities to answer questions at the upper levels of the hierarchy.

[1]Arni Burron, "Improving Comprehension of Reading Assignments," *Teaching Skills in Social Studies*, California Social Studies Review, Vol. 16, No. 1 (Sacramento: CCSS, 1976), p. 31.

READING STRATEGY DEVELOPMENT IN BEGINNING READERS

Order No. 8004919

ELLIOTT, CYNTHIA MARGOT, ED.D. *University of Massachusetts*, 1979. 245pp. Director: Professor Rudine Sims

Beginning reading instruction has traditionally been predicated on assumptions about the print-ignorance of beginners. In this and other print-abundant environments, these may in fact be unwarranted assumptions. Beginning readers functioning as the curious learning organisms that they are, have in most instances developed skills for dealing with print. This skill development occurs in response to the learners' need to make sense of the printed matter so much a part of his/her environment. For beginning reading instruction to answer the requirements of these developing readers, it is necessary that it be based on what readers already know about print and on what strategies they will need to acquire to become proficient readers.

This study looks at the skills and behaviors of youngsters at the start of formal reading instruction. It is the purpose of this study to use psycholinguistic and miscue analysis theories to evaluate the responses that beginning readers make to an illustrated print medium. The evaluations will suggest which language cueing systems appear to influence the responses of the readers. The evaluations will also give an indication of how these learners perceive the task of reading.

This study also looks at the changes which occur in reader response patterns over the course of the first year of formal instruction. The instructional practices and materials which may impact on the readers in this study are also examined.

The study yielded interesting information on the thirty beginning readers who agreed to participate in this study. Each of the respondents in the study interacted with the print in a unique fashion. No two respondents gave identical responses and the cueing systems used in making the responses were attended to with similar originality. Each reader seemed in possession of a unique set of strategies for dealing with print.

Patterns of strategy use did emerge in the population. Certain readers ignored or attended to cue systems in the language with some similarity. While responses were in all cases different, cueing systems were similarly observed and/or ignored by some subjects. Readers could in fact be grouped according to the similarity in their cue system observations. At the first observation, seven patterns of strategy or cue system use were apparent.

By the second observation, the population was less diverse with respect to their patterns of strategy or cue system use. Where seven patterns emerged in the first observation, the number was reduced to five by the second observation.

Instruction did indeed seem implicated in the changes which occurred in the reading strategies of these subjects over the year of formal reading instruction. The graphophonic cueing system, for example, received considerable instructional emphasis at both research sites. The major change in the population came in subjects who had at the beginning ignored graphophonic cues but by the end of the study relied heavily on these cues. Other subjects using graphophonic cues only minimally at the outset of instruction began by the end of the study to process practically all of the graphophonic cues often to the point of producing graphophonically accurate non-words.

The results of this study would seem to indicate that beginning readers know a great deal about reading and about the print that surrounds them in their environment. Treating beginning readers in this situation as though they have little or no knowledge of print, language, or reading, is a practice unsupported by the findings of this study.

THE EFFECTS OF STORY PREFERENCE ON THE READING COMPREHENSION OF LOW SOCIOECONOMIC STATUS CHILDREN IN GRADE FOUR

Order No. 8000686

ELLIOTT, Dorcas Angeline, Ph.D. Indiana University, 1979. 159pp. Chairperson: Dr. Howard Spicker

There has been much discussion regarding the appropriateness of pictures and written content in basal reader series. Although we live in a pluralistic society, the story content in these series heavily reflect the values and the interests common to children of the majority culture, while being incongruent with life experiences of many other American children. While most research focus is directed toward teaching methodology, this study sought to determine whether there is a relationship between the sex and race of the child and preference for the same sex and race of main story characters. Further, this study sought to determine whether story preference produces increased reading comprehension.

One hundred sixty low socioeconomic status (SES) fourth grade children from Title I elementary schools in a public school district near Washington, D.C. indicated their story preference, read a story and answered literal comprehension questions. The data relating to children's preference for a story were analyzed through the use of chi square statistic. The data relating to whether reading comprehension is effected by the race and sex of the story characters and the race and sex of the child were analyzed using a 2 x 2 x 2 x 2 factorial analysis of variance design and subsequent t – tests.

The findings indicated that: (a) children significantly prefer stories whose achieving hero is of the same sex; (b) children significantly prefer stories whose achieving hero is of the same race; (c) story perference had limited or no significant impact upon increased reading comprehension.

Several explanations were offered for the obtained results on the test of literal comprehension. All children in the sample demonstrated near ceiling scores on the literal comprehension test. Second, reliability data for this test is unknown. Further, the effect of interest on reading comprehension might better be tested with children entering first grade where reading content may be more intrinsically motivating.

These findings indicate the need for stories in basal readers to depict both a greater number of females and ethnic minorities as major figures. These findings also indicate the need for more comprehensive and long range research activity to identify those factors which relate to competent performance on the part of low SES children in the area of reading.

THE EFFECTS OF ORAL READING AND RELATED LANGUAGE EXPERIENCES ON THE READING READINESS OF KINDERGARTEN CHILDREN

Order No. 8004544

FERGUSON, DIANA MARIE, PH.D. *The University of Alabama*, 1979. 107pp.

The purpose of this study was to seek evidence relative to types of experiences which may be beneficial to kindergarten children in helping them to achieve maximum reading readiness. The study considered the effects of listening to the reading of children's books and other related language experiences on kindergarten children whose test data indicated that their readiness level for reading instruction was low. The major problem of the study was to determine whether there were significant differences among kindergarten groups that had been exposed to different types of readiness experiences, namely: (a) regular kindergarten experiences, (b) planned daily literature experiences in listening to selected stories, and (c) planned daily language experiences combined with listening to selected stories. Attention was given also to the related variables of sex, race (Black or White), and age (older, born in the first half of the school year, or younger, born in the second half of the school year) to determine if the kindergarten children made significantly different progress when these variables were considered. The study was conducted by utilizing two experimental groups and one control group. The groups were selected on the basis of scores from the Metropolitan Readiness Tests, Level I, Form P and the Tests of Basic Experiences, as well as a questionnaire. Group 1 received planned daily experiences which consisted of listening to selected stories from children's literature. Group 2 received planned daily experiences which consisted of listening to the same stories read to them as Group 1 along with puppet plays, filmstrips, tape recordings, creative dramatics, and rewording the stories in the children's own words. Group 3, the control group, received no additional reading of stories or language experiences other than what was provided in the regular kindergarten classroom. A total of 36 stories were read in the three months that the study was conducted. The measure of the groups' reading readiness was obtained from the mean scaled raw scores on the Metropolitan Readiness Tests. Level I, Form P, was used as the pretest measure. Level II, Form P, was administered as the posttest measure. The groups' mean scores on the Metropolitan Readiness Tests were analyzed by using a two-way analysis of variance. Follow-up t tests were used to test for significant differences in

gains between groups. Significant gains were made by the three kindergarten groups from pretest to posttest. Experimental Group 1 experienced a significantly greater gain over experimental Group 2 and the control group. There was no significant difference in gain between experimental Group 2 and the control group. It was concluded that the difference in gain between the two experimental groups was due either to teacher effect or to other experience related variables. There were no significant differences in gains on the basis of sex or age. Black children experienced significantly greater gains than the white children although the white children maintained their significantly higher scores on the posttest. The differential between the two groups based on race decreased, however, in favor of the black children. In conclusion, the oral reading of selected stories from children's literature and related language experiences did not result in increased reading readiness of kindergarten children. In addition, the variables of sex and age did not have an effect on their reading readiness. The differential between the black and white kindergarten children decreased significantly from pretest to posttest.

THE EFFECT OF WORD-EMPHASIS AND COMPREHENSION-EMPHASIS INSTRUCTION ON READING PERFORMANCE

Order No. 8009031

FLEISHER, LISA SPERLING, PH.D. *University of Illinois at Urbana-Champaign*, 1979. 111pp.

The effects on comprehension, word recognition, and reading rate of a word-emphasis approach and a comprehension-emphasis approach to reading instruction were investigated. Twenty-nine third, fourth, and fifth grade students who were performing below grade level on word recognition and reading comprehension served as subjects. Students were randomly assigned to three instructional conditions: word-emphasis instruction (W), in which students were interrupted after each oral reading error, and unknown words were drilled to criterion; comprehension-emphasis instruction (C), in which all oral reading errors were ignored, but students were asked comprehension questions at the end of each page of the story and an error-correction procedure was used for incorrect responses; and word-emphasis plus comprehension-emphasis instruction (CW), in which a combination of the two procedures was employed.

Regardless of instructional condition, students read orally 24 stories from the *Keys to Independence in Reading* basal reading series (Economy, 1973) with the appropriate instructional conditions in effect for stories number 4 through 21. Dependent measures were obtained during stories number 1, 2, 3, and 22, 23, 24 at which time instruction was withheld and students read the stories orally, without interruption.

Results indicated that students in the two conditions that employed word error-correction procedures (W and CW) recognized significantly more new words when the words were presented on a word list than the students in the comprehension-emphasis condition. There were no differences between groups on measures of comprehension, percentage of all words read correctly in context, percentage of new words read correctly in context, or words read per minute. A reexamination of data of individual students suggested that word recognition training might benefit students who are recognizing only a low percentage of the new words at pretesting.

The results of this study indicated that while word-emphasis instruction did not seem to have detrimental effects on comprehension, as has been suggested by some reading theorists, neither did it seem to benefit the contextual word-recognition of all children. These results imply that teachers should (a) carefully assess students' needs before implementing word error-correction and drill procedures, and (b) frequently monitor students' performance to determine if the instructional procedures are producing their intended outcomes.

MEMORY SPAN AND THE OPTIMAL INTRODUCTORY READING LESSON

Order No. 8012920

FRANGIA, GEORGE WILLIAM, PH.D. *West Virginia University*, 1979. 121pp.

Traditional phonic and whole word instruction has not always led to reading proficiency. Computer analysis of the English language has identified those frequent and consistent letter clusters which lie between the grapheme and the whole word. These higher-order units are often learned by proficient readers, albeit unsystematically. By incorporating direct instruction in relatively invariant higher-order units, memory related weaknesses of traditional approaches could be minimized.

The present research investigated some of the relationships between memory and higher-order unit based introductory reading lessons. Specific aims were to examine (1) the memory related pre-reading skills of preschoolers, (2) the optimal number and type of stimuli for an introductory reading lesson, (3) any effects which intra-lesson mastery may have on stimulus acquisition, (4) the effects of number and type of stimuli on blending ability, and (5) the correlation between reading readiness skills and the learning and blending of stimuli.

One hundred and nineteen public early education students were pretested on various reading readiness skills and randomly assigned to one of 13 introductory reading lessons. Each lesson contained two whole words and variable numbers of letters and higher-order units. Total lesson stimuli ranged from six to 10. Within each lesson children were randomly assigned to a subgroup which either had its stimuli presented in mastery segments or as a total lesson. Following individual presentation, letter and higher-order unit stimuli were blended to create new whole words. All children were individually pretested, instructed, and posttested, with the latter occurring immediately following the 10 minute lesson.

Pretesting revealed that the preschoolers experienced difficulty in learning paired associations. However, once learned, delayed recall was extremely good. Association recognition memory far exceeded recall memory. Forward digit span was approximately twice that of backward span. Letter sound knowledge and blending skills lagged behind letter name knowledge.

Number, percentage, and type of stimuli learned were recorded and analyses of variance of lesson group, subgroup, stimuli, and initial mastery segment effects on posttest performance were calculated. Sheffe or Newman-Keuls tests examined significant differences.

Major findings revealed the overall number and percentage learned ranking of (1) letters, (2) higher-order units, and (3) whole words. Significant ANOVA found that a lesson composed of one letter and three higher-order units (1-3) resulted in a greater percentage of blended and total words learned than did lessons 2-3, 2-4, or 2-5 and that a six stimulus lesson resulted in a greater blended word learning percentage than one composed of eight or nine. The mastery subgroup learned more letters than the total subgroup. Lessons containing one letter resulted in a greater blended and total words learned percentage than those containing two letters.

Best overall pretest predictors of stimulus learning were letter sound, the second paired association trial, and blending. Best blended word predictors were paired associate recall, blending, and letter sound while for total words paired associate recall, blending, and letter name excelled.

Results support previous findings of an absolute memory limit. For preschoolers this is approximately four stimuli and may be reached through the presentation of less than six stimuli. Lesson 1-3 may be optimal for beginning instruction although children lacking readiness skills could fare better with a three stimulus lesson. Because presentation mode had minimal performance effects total lesson time may be a crucial variable. Similarity between higher-order unit and whole word performance supports the hypothesis that the former produce no inherent learning difficulties. Research into direct blend training and the effects of post-introductory lessons is recommended.

AN INVESTIGATION OF FACTORS RELATED TO THE DEVELOPMENT OF TWELVE SIXTH GRADE STUDENTS' READING HABITS

Order No. 8003817

GAITHER, PENNY LYNN, ED.D. *Indiana University*, 1979. 189pp.
Chairperson: Dr. Larry J. Mikulecky

This investigation was designed to identify factors related to the development of reading habits of twelve sixth grade students. The focus of the study was on four major areas--factors in the school environment, factors in the home environment, personal characteristics of the students, and non-reading related factors as they relate to the development of children's reading habits. Typically the studies of reading habits and attitudes have been demographic in nature--describing reading preferences or time spent reading--or single dimension studies--focusing on the home environment, teacher expectations, etc. While these studies have yielded much useful information, there is a need to investigate the range of possible influential factors within the total context of children's lives. This study focused on that need.

The study was conducted in a small, midwestern city located near a large metropolitan area. The twelve subjects for the study were selected from 146 sixth grade students through initial screening procedures. These procedures included completion by the students of the Estes Attitude Scale, the Fiddler Reading Attitude Test, an interest inventory, a log of out-of-school activities, and peer ratings of reading habits through a sociogram. From analysis of the initial information and with attention given to gender and socioeconomic level, the six students with the most positive reading habits and attitudes and the six students with the most negative reading habits and attitudes were selected as subjects for the study.

Following the selection process, the twelve students completed a self-concept inventory, an additional log of out-of-school activities, the "Reader Interview" to assess the child's view of reading, and a sample of the child's oral reading performance. Intensive interviews were conducted with the students, their parents, and their teachers to gather information and explore the relationships between the factors identified in the study. Classroom observations and additional interviews provided clarification and confirmation of the information collected.

The investigation was designed to be comprehensive in nature, in that it included a variety of investigative techniques. The information collected on each of the variables investigated was analyzed statistically with the Kolmogorov-Smirnov two sample, one-tailed test. Additionally, naturalistic data was collected from observations and intensive interviews. The combination of these analysis techniques provided an in-depth portrayal of the relationships between variables that influenced the children's reading habits within the context of their own lives.

The results of the study revealed significant differences between the positive and negative reading habit groups in each of the four major areas investigated. The students in the positive and negative reading habit groups differed significantly in terms of self-confidence, influence of peer reading habits, parent reading habits, availability of materials in the home, reading ability, reading strategies, reading interests, parent involvement, and peer independence. Reading models outside the home, amount of reading done to the child as a preschooler, and television viewing were not significant in differentiating the students in the positive and negative reading habit groups. The teachers' knowledge of their students' reading habits and attitudes was conveyed in the interviews, but this knowledge was not reflected in the ranking task.

From the results of this study it was concluded that there are many factors that differentiate students with positive and negative reading habits. Although these factors were investigated separately, the results of the study indicate that these factors cannot be isolated when promoting the development of positive reading habits. This dynamic interrelationship between the factors in the home environment, school environment, and the personal characteristics of the child must be considered by parents, teachers, and researchers who want to promote the reading habit.

ADMINISTRATORS' PERCEPTIONS OF THE INVOLVEMENT OF SPECIALIZED READING PERSONNEL IN THE ELEMENTARY SCHOOL READING PROGRAM OF THE DETROIT PUBLIC SCHOOLS

Order No. 8010200

GARDNER, FRANCES SHAW, ED.D. *Wayne State University*, 1979. 233pp.
Adviser: R. Duane Peterson

Purpose of the Study. The purposes of this study were: (1) to determine administrators' perceptions of the *actual* and *preferred* involvement of specialized reading personnel in the elementary school reading program; (2) to determine reading task areas which administrators perceived as needing increased reading support services; (3) to investigate the relationship of administrators' perceptions of the *actual* and *preferred* involvement of special reading personnel and the administrators' formalized training in reading and experience teaching reading; (4) to determine the frequency with which special reading personnel services are being utilized; and (5) to investigate factors related to the status of specialized reading services.

Procedures and Methodology. A questionnaire, designed by the investigator, was used to survey the perceptions of the *actual* and *preferred* involvement of specialized reading personnel in the elementary school reading program. Sixty-nine elementary school administrators in the Detroit Public School responded to the survey instrument.

Descriptive data relating to administrators' perceptions of the *actual* and *preferred* involvement of specialized reading personnel, with twenty administrative and supervisory reading tasks, were analyzed with t-tests. The chi-square statistic was used to determine the relationship between administrators' perceptions of the *actual* and *preferred* involvement of reading personnel, and the administrators' formalized training in reading and experience teaching reading. Frequency distributions and percentages were used to determine: (1) the frequency with which specialized reading personnel were being utilized in the reading program, and (2) the administrators' perceptions of factors related to the status of specialized reading services.

Major Findings. (1) Administrators *prefer* more involvement of specialized reading personnel with administrative tasks than supervisory tasks in the school reading program. The difference between the *actual* and *preferred* involvement was significant at the .05 level of confidence. (2) There was a significant difference at the .05 level of confidence, between administrators' perceptions of the *actual* and *preferred* involvement of specialized reading personnel with all twenty administrative and supervisory tasks. The difference was in favor of the *preferred* involvement. (3) There was no relationship, significant at the .05 level of confidence, between administrators' perceptions of the *actual* involvement of specialized reading personnel and the administrators' formalized training in reading and experience teaching reading. (4) There was a relationship, at the .05 level of confidence, between administrators' perceptions of the *preferred* involvement of specialized reading personnel and two reading tasks. (a) Administrators with the most formalized training *prefer* to have the highest amount of involvement of specialized reading personnel with the establishment of a school-wide philosophy in reading. (b) Administrators with the greatest amount of experience teaching reading *prefer* to have the highest degree of involvement of specialized reading personnel in the establishment of the readability level of materials. (5) Central office reading supervisors were utilized less frequently than any other specialized reading personnel.

CORRELATES OF EARLY READING

Order No. 8006613

GETMAN, MARGARET ANNE, PH.D. *University of Minnesota*, 1979. 112pp.

Researchers have reported that early readers are of above-average intelligence, come from families of higher than average socio-economic status, and have mothers who report spending more than the average amount of time reading to their children and answering questions. However, since only a very small percentage of the children who fit such a description are able to read before entering school, this study was undertaken to provide a more detailed picture of the early reader.

The present study was conducted using a control group of children whose intelligence and socio-economic background were similar to those of the early readers. Data were collected through questionnaires completed by the parents and through a test battery administered to each child. The test battery included a measure of intelligence (*McCarthy Scales of Children's Abilities*) and several perceptual and linguistic tasks which have been demonstrated to correlate highly with the reading skills of beginning readers. Several of the perceptual and linguistic tasks are viewed as measures of aspects of "linguistic awareness," referring to the child's

awareness that the language system is composed of elements, such as phonemes and words, that can be taken as objects of thought and manipulated independently of content, e.g., the ability to know that two words do, or do not, rhyme. This kind of skill requires that the child be able to temporarily ignore the meaning of words and phrases, instead applying analytic and synthetic reasoning skills to the word string. Analytic ability is demonstrated when the child is able to respond appropriately to the command to repeat the second "word" in a sentence he has just heard, e.g., "The dog is hungry;" a synthetic skill is demonstrated when he can integrate the separately presented phonemes "/sh/i/p/" and produce from them the word "ship."

Readers and non-readers were indistinguishable in terms of developmental milestones, birth order, family size, personality characteristics and preferred activities. The parents were of similar educational and occupational backgrounds, engaged in similar activities with their children, and professed similar academic aspirations for their offspring.

Readers were significantly superior on measures of phoneme manipulation, visual perception and quantitative reasoning. Superiority on these tasks supports the view that the readers are adept at reasoning about the systematic features of language. However, the design of the study does not permit conclusions about whether such skills are the precursors, consequences, or simply the correlates of early reading. The two groups were indistinguishable on measures of auditory and visual memory.

Among the early readers, intelligence was the most significant correlate of reading ability. The failure of other measures to correlate with reading ability suggests a possible threshold effect: perhaps a child must reach a certain level of linguistic reasoning to be able to make sense of written material, but further refinement of those skills is not pertinent to continued reading progress. However, the apparent threshold may be an artifact created by the extreme differences in reading ability between readers and non-readers and by the truncated range of skill represented by the readers.

The data also offer evidence that the reading skills of early readers follow a pattern similar to that of the average reader--the skills of early readers are precocious but not patterned in an aberrant way. This indicates that the information gained about early readers is generalizable to the beginning reading process in other children as well.

LEXICAL ACCESS FOR SINGLE PRINTED UNITS IN FIRST-GRADE SUBJECTS

Order No. 8000195

GILLIS, Marguerite Kapualani, Ed.D. West Virginia University, 1979. 104pp.

This study was an investigation into the nature of access to the meanings of familiar printed units in first-grade subjects. The intent was to determine whether access to the lexical meanings of familiar printed units is gained directly from print, or whether access is gained indirectly through speech-based representations in young, relatively inexperienced readers.

Forty first-grade subjects were taught to pronounce six non-word CVC trigrams at sight and to associate a pictured and spoken meaning with each of the CVC trigrams. The assigned meanings were the names of foods and animals. Each subject learned to associate meaning with half of the CVC trigrams as spoken, auditory meaning condition (AM), and with half of the CVC trigrams as spoken, visual meaning condition (VM). To test the access process, subjects were presented with slides of the printed CVC trigrams and asked to decide if each trigram represented the food or animal category in 10 category decision trials.

The order of the meaning conditions and the order of the two CVC trigram lists were completely counterbalanced among the subjects to control for order effects. Errors and response latencies for the category decisions made in each of the 10 category decision trials for each subject were recorded and compared by meaning condition and category decision trial number. Differences in response latencies were assumed to be the result of differences in processing the print for meaning, because all subjects were familiar with the printed and spoken forms of all CVC trigrams before meaning training was begun. It was assumed that going directly from print to meaning was a faster process than going indirectly from print to speech-based representation to meaning.

The analyses of variance indicated that:

1. Response latencies on the first category decision trial were greater for CVC trigrams from the AM condition than for CVC trigrams from the VM condition.
2. Decreases in response latencies over category decision trials one through 10 were greater for CVC trigrams from the AM condition than for CVC trigrams from the VM condition.
3. Overall errors were greater for CVC trigrams from the AM condition than for trigrams from the VM condition.

These results indicated that direct access to lexical meaning is possible for young, inexperienced readers and that this ability is gained for particular printed units as the result of experience with those printed units and their meanings. The results failed to support the idea that direct access to lexical meaning for printed units is the result of a developmental process and not possible for young, inexperienced readers.

SELECTIVE ATTENTION IN LANGUAGE COMPREHENSION: A STUDY OF GOOD, AVERAGE AND POOR READERS

GOELMAN, HILLEL, PH.D. *University of Toronto (Canada)*, 1979.

This study examined childrens' ability to process connected discourse in a selective manner. This research explored the hypothesis that selective attention, in language comprehension, that is, the ability to intentionally direct one's attention to specific sets of information within a text, is an important component of literate competence. The major focus of this thesis was to examine the manner in which this competence interacts with (1) the reading level of the child; (2) the structural features of expository and narrative texts and (3) the processing demands of reading and listening.

The experimental technique which was used to measure selectivity was prequestioning. This technique has been found by a number of researchers (Rothkopf, 1966, Frase, 1967, Peeck, 1970) to improve the recall of critical information (to which subjects had been instructed to attend) and to depress the recall of incidental information (to which subjects had not been instructed to attend.) Selectivity measures were generated by measuring the recall on the critical versus the incidental items.

Eighty four grade 4 children were divided into good, average and poor readers and were randomly assigned to either a prequestion or no-prequestion condition. Expository texts were drawn from the Iowa Test of Silent Reading and narrative texts were drawn from a children's radio programme. In a repeated measures design, all subjects were tested on separate occasions in four conditions: reading exposition, listening to exposition, reading narrative and listening to narrative. Subjects in the prequestion condition were shown four of the eight posttest items prior to reading/listening to the texts, while subjects in the no-prequestion condition were instructed to read/listen carefully. All subjects completed a posttest consisting of eight questions which tested for recall of explicitly stated factual material.

A four way repeated measures analysis of variance on selectivity scores (mean critical minus mean incidental scores) revealed significant selectivity effects for good and average readers but not for poor readers. The analysis also revealed significant selectivity effects in reading exposition, listening to exposition and reading narrative but were not found in listening to narrative. Analysis of the composite scores (mean critical plus mean incidental) revealed that overall comprehension for all reading levels was enhanced by the presence of prequestions.

This pattern of results indicates that good and poor elementary school readers are able to process language in a selective fashion. Poor readers, it appears, do not possess this literate skill in their repertoire of language comprehension abilities. The data do suggest that poor readers demonstrate a general facilitative effect rather than a specific effect. Further, the data suggest that selectivity is not limited to a specific modality or text type despite hypothesized biases towards selectivity in reading and expository texts. Subjects demonstrated the ability to attend selectivity by overcoming the restrictions of modality (in listening to expository texts) and text type (in reading narratives.) This pattern of results suggests that the selective attention component of literate competence is based upon an interaction of reading level, text type and modality.

THE EFFECTS OF TRAINING IN VISUAL IMAGERY AND PHRASING ON READING COMPREHENSION Order No. 8010590

HALL, ANN KAY, PH.D. *University of Georgia*, 1979. 224pp. Director: Bob W. Jerrolds

This study was an investigation of the effectiveness of training in imposing organization strategies on textual material. Subjects were trained to use a verbal organizational strategy or a non-verbal organizational strategy, or both. The verbal strategy was the organization of sentences into phrase units. The non-verbal organizational strategy was the induction of visual imagery. The purpose of the study was to attempt to match the reader's patterns of organization with organizational patterns held to be helpful in the comprehension of written material.

The subjects for the study were 64 sixth grade students drawn from a sample of sixth grade students identified as having a reading comprehension level of at least a fourth grade and a listening comprehension level of higher than fourth as determined by the *Sequential Tests of Educational Progress*. The study was undertaken in Lafayette Parish located in south Louisiana.

The subjects were assigned to one of four treatment groups: phrase, visual imagery, a combination of phrase and visual imagery, or a control. The training for the four treatment groups consisted of twelve sessions during which the students completed lessons prepared by the researcher. During the training sessions students worked individually on these lessons which required approximately 20 minutes to be completed independently and self-checked by the students.

The lessons for the four treatments groups were developed by the researcher with the following objectives in mind:

Phrase group - to make students aware of the use and function of phrasing and to provide practice in reading material which is presented in a "phrased" format. The desired result was to have students learn to phrase material which was not presented in a "phrased" format.

Visual imagery group - to provide practice in forming images of materials read and to encourage the student to use visual imagery when reading as an aid to comprehension.

Combination group - The combination group's lessons incorporated all the objectives of both the phrase and visual imagery groups. However, to prevent the training time spent in either the phrase or visual imagery groups, the amount and type of practice in the combination group's lessons varied from that of the phrase and visual imagery group's.

Control group - to provide lessons whose result would be improvement of comprehension, but would not involve practice in either phrasing or visual imagery.

The Comprehension subtest of the *Gates-MacGinitie Reading Tests*, Second Edition, and a measure of free-recall were administered to all subjects following the four week training session. To test whether the reading level of the subject would have an effect upon his ability to benefit from training in phrasing and/or visual imagery, a 4 x 4 treatment by blocks design was used. Reading ability, as determined by the Comprehension subtest of the *Sequential Tests of Educational Progress*, served as the blocking variable. Data relative to the effect of the treatments and reading levels of the subjects were analyzed using two analyses of variance with raw scores on both measures of comprehension serving as the dependent variables.

Analysis of the data revealed a significant relation between the four levels of reading ability and performance on a measure of free-recall and a standardized reading test. No significant differences were found between treatment groups on either the measure of free-recall or the standardized reading test. The interaction between type of treatment and reading ability was not found to affect performance significantly on the measure of free-recall or on the standardized reading test. The imagery level of the items to be recalled on the measure of free-recall was found to have a significant effect upon their likelihood of their being recalled by subjects in the visual imagery treatment group. Subjects receiving the visual imagery treatment recalled significantly more items rated as high imagery.

THE EFFECTS OF TWO INTERVENTION TECHNIQUES ON THE INFERENTIAL ABILITY OF SECOND GRADE READERS Order No. 8006618

HANSEN, JANE ANN, PH.D. *University of Minnesota*, 1979. 183pp.

This dissertation explored the inferences that children draw between text and their own prior knowledge. The primary purpose was to determine the effectiveness of two intervention strategies designed to improve the inferential ability of second grade children.

The treatment groups consisted of 24 second grade children who met two criteria: (1) they were all reading at approximately the same level, and (2) they were reading at, or slightly above grade level. Eight children were assigned to each of three reading groups: (1) The Strategy group deviated from customary basal instruction in that the children discussed prereading questions which emphasized similarities between their personal experiences and the upcoming story. (2) The Question group received only questions requiring inferential relations during the guided reading portion of each lesson. (3) The Control group was taught via the methods prescribed in the teachers' manual.

The instructional materials used were those of the Ginn 360 basal reading program.

Procedure. Each group met daily, with the experimenter as teacher, for forty days during September, October, and November. Ten stories were taught over a period of four days each. Day One: all groups received identical vocabulary instruction. Day Two: the stories were introduced, at which time the Strategy group received their treatment instruction. Day Three: the guided reading of the story occurred, wherein the Question group received their treatment. Day Four: all groups received identical phonic activities.

Results. Four different dependent measures were used to assess differences between the treatments and control group. (1) Worksheets with ten comprehension questions were completed for each instructional story. These were subdivided into four comprehension types: two explicit, two inferential, two strategy, and four which paralleled each treatment. The first six were constant across groups and had not been used in discussions. The last four were repeats. One-way ANOVAs revealed significant differences favoring the two experimental groups over the Control on both explicit and inferential comprehension types. (2) A free-recall measure, which produced no significant differences, was read silently and retold orally. (3) The reading test of the Stanford Achievement Test was administered. There were significant differences favoring both intervention techniques over the Control on the comprehension subtest but no differences on the vocabulary subtest. (4) An experimenter-designed test was developed which required each student to silently read two stories that were distinguished by familiarity of the topics (more and less familiar). Each student met individually with the experimenter and orally answered 20 oral questions per story. The questions were divided into two groups of ten which each tapped explicit and inferential relations. Thre were no significant differences among the groups but the more familiar topics and explicit comprehension relations were both significantly easier.

Some conclusions can be drawn favoring the effectiveness of the intervention techniques in improving the children's ability to draw inferences. The worksheets following the instructional stories indicated that comprehension of daily assignments was enhanced by the new methods. The differences on the standardized test, which followed a modified-cloze format, also support the usefulness of the treatments.

On the other hand, neither the free-recall measure nor the experimenter-designed tests revealed significant differences. In both cases, the lack of any findings may be attributable to the differences in the task demands between these measures and the first two. For the experimenter-designed tests the children read an entire story with no interaction at any time. The free-recall measure was a task which the children had not performed previously and they produced very short protocols.

THE RELATIONSHIP BETWEEN HIGH AND LOW INTEREST AND THE ORAL RE..DING BEHAVIOR OF FOURTH-GRADE BOYS

Order No. 8006769

HELD, MARIE ELIZABETH, PH.D. *University of Maryland*, 1979. 253pp. Supervisor: Dr. Robert M. Wilson

This study investigated the relationship between high and low interest and the oral reading behavior of fourth-grade boys identified as disabled readers while reading narrative passages. The research questions focused on whether or not graphic pattern strength, syntactic acceptability, semantic acceptability, type of miscue and regression behavior significantly differed on story material of high and low interest.

To investigate the relationship between interest and category of miscue, the six interest areas of adventure, historical fiction with adventure, animals, sports, sentimental and emotion-arousing stories liked by girls, and fantasy were selected as themes for narrative reading material. Three stories for each interest area were selected from a search of published narrative material. Every story was rewritten to be three hundred words long and to conform to a 3.5 readability grade level as measured on the revised Spache Readability Formula. A five-point numbered Likert scale with verbal descriptors ranging from "not interesting" to "very interesting" was used as the means for students to indicate high- and low-interest story choices.

The sample consisted of sixty-nine fourth-grade boys from schools in the Milwaukee Public Schools. After the reading selections for high and low interest were chosen by each boy, each boy individually read aloud his two story choices. High- and low-interest selections were presented in an alternate order. The reading was taped; the recordings were replayed later, and miscues for each subject were marked on a typed copy of the story. An adaptation of the *Oral Reading Behavior Analysis* (Davey, 1974) was used to analyze the oral reading miscues. Each miscue was coded according to its graphic pattern strength, syntactic acceptability, semantic acceptability, type of miscue and regression behavior.

Analysis of variance employing a three-dimensional design with repeated measures on two dimensions was used to analyze the students' performance on narrative reading material of high and low interest. There was repetition on the two factors of interest and category of miscue. Reading accuracy level was the third factor.

Based on the findings and within limitations of the study, the following conclusions are drawn: (1) There was no significant difference in semantic acceptability, type of miscue or regression behavior of fourth-grade boys identified as disabled readers on story material of high and low interest. Similarly, interest had no effect on graphic pattern strength when frequency data were used and no effect on syntactic acceptability when proportion data were used. (2) Performance for graphic pattern strength, as analyzed using proportion data, was differentially related to the interest in a selection by the fourth-grade disabled readers. Beginning-middle-end and no match patterns were higher on high interest; initial-final and initial match patterns were higher on low interest. (3) Performance for syntactic acceptability, as analyzed using frequency data, was differentially related to the interest in a selection by the fourth-grade disabled readers. Syntactic acceptability that was totally acceptable and acceptable up to and including the miscue was higher on high interest, while syntactic acceptability that was not acceptable was higher on low interest. (4) Accuracy level for oral reading had no effect on students' oral reading behavior on narrative material of high and low interest. (5) When category of miscue analysis, i.e., graphic pattern strength, syntactic acceptability, semantic acceptability, type of miscue and regression behavior, was considered across both levels of interest, significant differences were found within each category of miscue analysis. (6) The mean number of miscues for the subjects was not affected by a change in reading rating before and after a selection was read.

THE DEVELOPMENT OF READING-RELATED KNOWLEDGE OVER THE PRESCHOOL YEARS

Order No. 7928646

HIEBERT, ELFRIEDA H., PH.D. *The University of Wisconsin - Madison*, 1979. 174pp. Supervisor: Professor Steven R. Yussen

Reading acquisition research usually commences with the reading readiness of entering schoolchildren rather than the development of reading-related knowledge over the preschool period. Yet, while most preschoolers are not formal readers, they may be acquiring some basic reading-related knowledge. Studying the acquisition of an ability from its point of origin has been a major orientation of developmental psychology. This perspective, applied to the preschool development of precursors to formal reading ability, could help broaden our understanding of reading acquisition. The first aim of this study was to examine preschool development of two types of precursory reading-related knowledge: (1) skills commonly thought to indicate reading readiness--letter naming, visual discrimination, and auditory discrimination; and (2) concepts of written language--processes involved in reading, functions of written language in the environment, and units of written language.

A second objective of this study was to move beyond a description of developmental changes in reading-related knowledge to an identification of the factors that may account for those changes. Three factors frequently cited as influences on reading acquisition in the school--cognitive reasoning ability, oral language proficiency, and home experiences with written language--were examined as possible predictors of reading-related knowledge over the preschool period.

Sixty children, 20 in each of three age groups (three, four, and five years of age), comprised the sample. The six dependent measures were a letter naming task, standardized visual and auditory discrimination measures, and three reading-related concept measures developed for the study. Predictor variables consisted of cognitive reasoning ability as measured by several Piagetian tasks; lexical comprehension as measured by the Peabody Picture Vocabulary Test; and grammatical comprehension as measured by the Miller-Yoder Test of Grammatical Comprehension. In addition, information on two types of home experiences--parent modeling and home teaching activities--was obtained from a questionnaire completed by the subjects' parents.

Performances of the different age groups on the dependent measures provided information relevant to the first objective of the study--the description of preschool reading-related development. While the three-year-olds displayed a fair grasp of reading-related skills and concepts, this knowledge increased considerably over the preschool period, as evidenced by results of comparisons between pairs of means on the dependent measures. These analyses showed that performances rose significantly on all measures from the beginning to the preschool period to the end. However, significant increments between adjacent age groups occurred only on some measures.

Multiple regression analyses yielded information on possible sources of individual differences in preschool reading-related development. These analyses, performed on the six dependent measures within each age group, showed that the predictive value of cognitive reasoning ability, lexical comprehension, grammatical comprehension, parent modeling, and home teaching activities increased substantially over the preschool period. At three years of age, the predictors accounted for a negligible percentage of variation. By five years of age, a significant proportion of variation was explained on four of the six measures. No one factor was consistently the most effective predictor, nor were consistent patterns among the predictors identified either across measures or across age groups. In most cases all variables displayed some explanatory power.

The results of this study indicate that the preschool period is a time when children are steadily amassing a repertoire of reading-related skills and concepts. With a multitude of questions awaiting further exploration, the study of preschool reading-related development promises to enhance our understanding of the reading acquisition process.

THE EFFECT OF THE SCIENCE CURRICULUM IMPROVEMENT STUDY (SCIS) ON READING COMPREHENSION AND VOCABULARY ACHIEVEMENT OF FIRST GRADE STUDENTS

Order No. 8003865

HORN, PATTY JOHANNA TERRELL, ED.D. *Arizona State University*, 1979. 101pp.

The primary purpose of the study was to investigate the effect of the SCIS science curriculum, *Material Objects*, on the reading comprehension and reading vocabulary of first grade children. A secondary purpose was to investigate the effect of teachers' training in presenting science in relationship to their ability to improve children's reading comprehension and reading vocabulary. The two instructional curricula compared in the study were the first grade science programs published by the Rand McNally Company, *Material Objects (SCIS)*, which is considered a new science curriculum, and the Silver Burdett Company, *Science: Understanding Your Environment*, which is considered a traditional textbook curriculum. The two types of teacher training controlled in the study were SCIS trained and non-SCIS trained.

A sample of 18 randomly selected first grade intact classes from the Washington Elementary Schools, Phoenix, Arizona, and the Glendale Elementary Schools, Glendale, Arizona, were selected. Nine of the first grade classes were taught using a traditional textbook approach to learning science and nine of the first grade classes were taught using the new science curriculum in order to learn science. The instructors in both the experimental and control groups consisted of and were identified as SCIS trained teachers or non-SCIS trained teachers. The classrooms in both the experimental and control groups utilized either the *Houghton Mifflin Reading Series* or the *Economy Keys to Reading Series*. The reading programs were used proportionately on a one to one ratio between the experimental and control groups, thus lowering their effect as a variable.

The *Gates MacGinitie Reading Test, Level A, Form 2* was administered as a pre-test. At the completion of 16 instructional weeks, the *Gates MacGinitie Reading Test, Level A, Form 1* was administered as a post-test. There were 336 students who completed the pre- and post-test.

The statistical analysis consisted of a multivariate analysis of variance. The dependant variables were reading vocabulary and reading comprehension scores. The independent factors were curriculum (experimental: the new science curriculum vs. control: the traditional textbook curriculum), and teacher training (SCIS vs. non-SCIS). Univariate results were used in order to clarify the dispositions assigned to each hypothesis. A .05 level of significance was used throughout.

There was no significant difference between the experimental and the control groups in relation to the reading vocabulary and reading comprehension achievement scores as measured by a standardized test. There was a significant main effects difference between the pre- and post-test scores in reading vocabulary and reading comprehension. Statistical analysis did not reveal a significant difference between the reading vocabulary and reading comprehension achievement scores in relation to SCIS trained teachers and non-SCIS trained teachers within the experimental group or the control group.

THE EFFECT OF INSTRUCTION IN ANY OF THREE SECOND LANGUAGES ON THE DEVELOPMENT OF READING IN ENGLISH SPEAKING CHILDREN

Order No. 8002112

HORSTMANN, Carmen Castells, Ed.D. University of Cincinnati, 1979. 58pp.

While children seem to learn a second language (L2) easily in the early grades, first language (L1) skills are still developing and there is concern that L2 instruction may interfere with L1 skills development. The Cincinnati Public Schools offer L2 alternative programs as educational options. This study assessed the effects of instruction in three different L2s on the development of English reading skills of second grade children in these programs.

The hypotheses were:

1. In at least one of the L2 groups, second grade students will score significantly higher on the basis of L1 reading achievement scores adjusted for reading readiness scores than comparable students not studying an L2.
2. In the foregoing design, there will be no interaction between treatment effects and socio-economic standing of students.

Subjects for this study were second graders in the Cincinnati Public Schools. The experimental group included all children in the French, German, and Spanish alternative programs who had been in the programs two years and had taken both the Metropolitan Readiness Test (M.R.T.) at the end of the kindergarten year and the Metropolitan Achievement Test (M.A.T.) at the end of the second grade. The control group was randomly selected from three other alternative programs where second language was not taught. These alternative programs were: I.G.E. (Individually Guided Education), I.P.S.I.P. (Individual Progress and Social Impact Program), and Montessori. The children in the control group had also taken the Metropolitan Readiness Test at the end of the kindergarten year and the Metropolitan Achievement Test at the end of the second year.

To compensate for pre-existing differences, an analysis of covariance was done using the M.R.T. stanine score as the covariable and the M.A.T. Total Reading grade equivalency score as the criterion. Post hoc comparisons were done on the adjusted means using the Dunnett's t-test. Comparisons were also made of the French, German, and Spanish groups to each other.

Results indicated that at least one group was significantly better than one other ($F(3, 376) = 3.36$; $p < .02$). On comparing the individual second language groups to the control group, the only significant difference found was between the German group and the control group.

Analysis of the data also indicated that the effect of second language instruction on English reading achievement did not depend on the socio-economic standing of the children as no interaction was found.

Results of this study indicated that all the children in the experimental groups gained knowledge of a foreign language with no detrimental effects on their English reading achievement.

EFFECTS OF THREE CLASSROOM METHODS FOR ACHIEVING ORAL READING AUTOMATICITY ON READING PERFORMANCE OF THIRD AND FOURTH GRADE STUDENTS

Order No. 8007220

JOHNSON, VERA POOLE, ED.D. *Northwestern State University of Louisiana*, 1979. 72pp. Directed by: Professor Robert Palmatier

The purpose of this study was to compare the effectiveness of three different methods of oral reading practice on reading achievement of third and fourth-grade students.

A field-experiment type research design was used to test the hypotheses relevant to the problm being studied. Four classes of elementary school children were selected as subjects for the study. The children were randomly assigned to one of three treatment groups. The only difference in the treatment of the groups was the type of oral reading practice each received.

Alternate forms of the *Gates-MacGinitie Reading Tests* were given to all subjects as pretest and posttest. The tests were administered to each of the practice groups.

One treatment group had nondirected oral reading practice, another group used peer-monitored oral reading practice, and a third group practiced reading orally using tape recorders for self-evaluation. Each group practiced for 15 minutes a day for 22 consecutive days. Six sets of scores, including pretest and posttest scores for (a) vocabulary, (b) comprehension, and (c) speed and accuracy, were collected for each research subject. An Analysis of Variance (ANOVA) was applied to the gains between pretest and posttest scores for the six groups treated.

Null Hypotheses of no differences among three treatment groups in each grade were tested. The .05 probability level was set as the criterion for significance. The following hypothesis was formulated for third-grade students: No significant differences exist among three experimental groups' mean gain scores in reading (1) comprehension, (2) vocabulary, and (3) speed and accuracy as measured by *Gates-MacGinitie Reading Test Primary C* and *Gates-MacGinitie Reading Test for Speed and Accuracy CS*, for third-grade participants.

All parts of the Null Hypothesis failed the rejection criterion, except for speed and accuracy improvement. Significant differences were shown, however, the percentage of variance was less than 50%.

Results of the analysis of the data using mean gain scores between pretests and posttests administered to fourth-grade students showed significant differences in the areas of vocabulary and speed and accuracy. The significance of the F-ratios computed on vocabulary and speed and accuracy mean gain scores had no meaning for classroom application because the percentage of variance due to the treatment was less than 50% on each variable. These findings resulted in non-rejection of the Null Hypothesis for fourth-graders: No significant differences exist among three experimental groups' mean gain scores in reading (1) comprehension, (2) vocabulary, and (3) speed and accuracy as measured by *Gates-MacGinitie Survey D Reading Tests*, for fourth-grade participants.

From this study with third and fourth-grade students, it was concluded that no one of the three methods of oral reading practice (nondirected, peer-monitored, and self-evaluative) would cause greater gains in reading achievement than would the other two methods.

A STUDY OF THE RELATIONSHIP OF PUPIL ACHIEVEMENT TO THE DEGREE OF TEACHER IMPLEMENTATION OF AN INDIVIDUALIZED ELEMENTARY READING PROGRAM

Order No. 8013125

KEISLER, PATIENCE WEIDT, PH.D. *The Louisiana State University and Agricultural and Mechanical Col.*, 1979. 165pp. Supervisor: Professor Helen M. Cookston

This study is an evaluation of the Elementary Reading Improvement Program (ERIP), an individualized, multiapproach program in reading-language arts instruction in the elementary grades. An Observation Checklist was developed and validated for use in assessing the degree of classroom implementation of the program. The checklist directed observation to three aspects of implementation: variety of approaches to reading instruction, diagnosis and development of specific reading skills, and teacher-pupil interaction. Gains in pupil reading achievement were used to determine the effects of the variables: degree of implementation, pupil sex, pupil race, teacher race, and grade level.

The research was designed to compare classroom process (the degree of implementation of the program) with learning product (gains shown in reading achievement test scores). Study of observation instruments preceded the development and validation of the sign type Observation Checklist for use in this study. The three instructional consultants in the ERIP participated in observer training and reliability studies. Stratified samples of the highest and lowest implementing classes in each five-school cluster were selected to serve as the treatment and control groups, respectively. The sample consisted of forty-three teachers and 394 students.

To provide the process data, a total of three observations were completed in each classroom of the sample group. The mean of the total checklist scores for the three observations was the index of implementation for a classroom.

Product data consisted of reading sections of the *SRA Achievement Test Series*. These standardized achievement tests were administered by the classroom teachers who had been provided with written instructions prior to the pre- and posttesting periods.

Process data (the checklist scores) and product data (the reading score gains) both used the class as the unit of measure in evaluating this reading program. Analyses of variance were used to establish the effects of the variables on gains in reading achievement using test scores adjusted for initial differences. Correlation coefficients determined levels of significance of the variances between results for the groups under comparison.

The findings of this study indicated that the Observation Checklist scores of Parts I, II, and III, and the total correlated to a highly significant degree ($p < .01$). As a result, findings could be discussed in terms of the index of implementation. Pretest and posttest mean scores had a highly significant correlation ($p < .01$). Therefore, pretest scores could be considered good predictors of posttest levels. The amount of gain in reading achievement was negatively correlated, to a highly significant degree ($p < .01$), with mean pretest scores. Low implementing classes of the ERIP showed significantly greater ($p < .05$) raw mean gains in reading achievement than did the high implementers. Thus, according to this data, the ERIP was not advantageous. Pupil race, grade level, and the interaction between grade level and implementation type appeared to make highly significant differences ($p < .01$) in pupil reading achievement gains. Study of the data suggested no discernable explanation for the sharp contrasts among implementation groups and grades. The data demonstrated no significant differences in reading gains by the variables of pupil sex nor teacher race, nor by the interactions between pupil race and pupil sex, between teacher race and implementation type, nor between teacher race and pupil race.

SELECTIVE ATTENTION AND READING: A STUDY ON THE EFFECTS OF READING ABILITY AND TASK CHARACTERISTICS ON CENTRAL-INCIDENTAL LEARNING IN CHILDREN

Order No. 8002491

LEVINE, MARTHA LYON, PH.D. *University of California, Los Angeles*, 1979. 152pp. Chairman: Professor Barbara K. Keogh

This study hypothesized that the ability to attend selectively to a reading task would be a function of an interaction between the child's reading ability and characteristics of the material to be learned, i.e., level of difficulty on the central stimuli and nature of the incidental stimuli (pictures or words). Previous reports of differences in selective attention observed between "good" and "poor" readers had, to the contrary, been ascribed to characteristics of the child (Hagen/& Hale, 1973; Hagen & Kail, 1975; Tarver & Hallahan, 1974).

A modified version of Hagen's central-incidental learning task (Hagen, 1967) was employed in which words were used as central stimuli and pictures or words were used as incidental stimuli. The sample consisted of 90 fifth grade boys attending regular education programs, categorized into above average, average, and below average achieving reading ability groups. Each participant was presented with a two part reading related task which assessed the ability to select task-relevant (central) information from task-irrelevant (incidental) information. A serial learning task was administered in which each participant was required, after brief exposure, to locate the position of words. Level of difficulty of the central words (easy, grade level, difficult) was individualized to reflect the ability of each of the three reading ability groups. In addition to the words (central information), these cards contained irrelevant (incidental) information--either pictures or pre-primer words. Incidental recall was assessed by having participants match central stimuli with incidental stimuli. Dependent measures for central and incidental recall were reported. A selective attention efficiency score was also computed as an overall measure of selective attention.

Results of the present study indicated: (1) No significant differences in selective attention were found among the three reading ability groups, as measured by central recall, incidental recall, and selective attention efficiency. (2) No statistically significant differences in selective attention were found among the three levels of central task difficulty (easy, grade level, difficult) as measured by central recall, incidental recall, and selective attention efficiency. Central task performance in the primary position was found to decrease slightly when the central task was difficult. (3) The presence of pictures (vs. words) used as incidental stimuli, significantly influenced selective attention: Although no differences were observed on the total central recall measure, participants recalled significantly more central information in the primary positions when pictures (vs. words) wre incidental stimuli ($p < .05$). Incidental recall was significantly higher for incidental pictures than incidental words ($p < .01$). Finally, overall selective attention performance measured by selective attention efficiency scores was lower for participants in the incidental picture (vs. word) condition ($p < .01$).

Data thus tentatively support the conclusion that differences in selective attention among children of various reading abilities are a function of both the reading ability of the child and characteristics of the reading task. Both level of difficulty of central task and the presence of pictures (vs. words) as incidental stimuli have potential implications for teacher training, curriculum development, and instruction, and the prediction, assessment, and remediation of reading problems.

TRAINING IN TESTWISENESS ON READING SCORES OF LOW AND MIDDLE SES PUPILS

Order No. 8012678

LEVINE, MITCHEL A., ED.D. *Yeshiva University*, 1979. 221pp.

The purpose of this investigation was to assess the effects of training in testwiseness strategies on reading vocabulary test scores and on a test of testwiseness for low and middle socio-economic status students.

The testwiseness training program and the test of testwiseness were based upon those objections described by Millman, Bishop, and Ebel (1965) as elements independent of test constructor and/or test purpose. The objectives were time-using strategies, error avoidance strategies, guessing strategies, and deductive reasoning strategies.

SES designation was based upon Title 1 status and the percentage of students eligible for free lunch. The sample consisted of 296 students who were drawn from all of the available fifth grade classes at each site and were randomly assigned to the treatment and control groups.

The treatment and control groups each received eight 45 minute taped lessons in four sessions. The treatment groups received four cassette lessons on following directions-error avoidance strategies and time-using strategies and four lessons on deductive reasoning and guessing strategies. The control groups received eight commercially developed listening comprehension cassette lessons.

A Post-Test Only design was used and differences between the means of the treatment and control groups were tested. The post-tests were given one day after the treatment was completed. They were the CAT, Form A, Level III, Reading Vocabulary subtest and the Test of Testwiseness. The data for this study were analyzed using ANACOVA for the Reading Vocabulary test and an ANOVA for the Test of Testwiseness. The covariate was the prior year's CAT Reading Vocabulary subtest. Each SES group was treated as an independent and discrete study.

The findings for the low SES group indicated significant differences between the treatment and control groups' means on the Test of Testwiseness, as well as on the Reading Vocabulary test. There was an interaction effect between testwiseness and treatment on the Reading Vocabulary test.

For the middle SES population, there was a significant effect between the treatment and control groups' means on the Test of Testwiseness, but not on the Reading Vocabulary test. In addition, there was an interaction between sex and testwiseness on the Reading Vocabulary test. For both SES groups, no main effects for sex were significant on any of the criterion measures.

In conjunction with the significant findings for the low SES group, this investigator concluded that training in testwiseness is practical and advantageous for those students and may enable them to obtain higher scores on achievement tests.

In contrast with the low SES population results, the middle SES population did not achieve statistically significant differences between the treatment and control group means on the Reading Vocabulary post-test. This investigator concluded that these findings could have been affected by the ceiling effect of the Reading Vocabulary post-test.

However, on the Test of Testwiseness, there were statistically significant differences reported between the means of the middle SES treatment and control groups. The conclusion was that training in testwiseness is beneficial to the middle SES population for a test of testwiseness. Since the Reading Vocabulary post-test results were not significant, and no interaction effect was recorded between testwiseness and treatment, the relative benefits of this training were inconclusive.

Given the significant findings of this investigation, and their implications, future researchers should replicate this study using different achievement tests, different populations, different grade levels, and other testwiseness objectives as they relate to reading comprehension.

THE EFFECTS OF A NEWSPAPER-BASED SUPPLEMENTARY READING PROGRAM ON THE READING ACHIEVEMENT AND ATTITUDES TOWARD READING OF FIRST GRADE STUDENTS AT THREE DIFFERENT ABILITY LEVELS

Order No. 8001017

LONG, Judith Louise, Ph.D. University of Georgia, 1979. 435pp. Major Professor: Bob W. Jerrolds

This study was an investigation of the instructional effectiveness of the Newspaper Primary Reading Program (NPRP), a set of 92 newspaper-based lesson plan materials designed to supplement basal reading instruction in the first grade. The Newspaper Primary Reading Program materials were developed by the researcher and Joy A. Marsee during the 1978 school year and were subjected to teacher evaluation as a part of Marsee's doctoral dissertation. The purpose of this study was to compare the reading achievement and attitudes toward reading of first grade students at three ability levels who received supplementary reading instruction in the NPRP materials with those of comparable students who received systematic supplementary reading instruction in other types of supplementary materials and students who received no systematic supplementary reading instruction.

The subjects for this study were 824 first grade students drawn from two suburban Atlanta, Georgia, school systems. Whole classes of subjects were randomly assigned to one of the following three treatment groups:

Newspaper Primary Reading Program (NPRP) group: students who received teacher-directed supplementary reading instruction twice a week for 15 to 20 minutes per session using only NPRP materials.

Supplementary Materials group: students who received teacher-directed supplementary reading instruction twice a week for 15 to 20 minutes per session using supplementary reading materials other than the NPRP materials.

Control group: students who received no systematic, teacher-directed supplementary reading instruction in connection with this study but went about their routine work.

The treatment period lasted approximately five months, from the first of October, 1978, until the second week of March, 1979. All students were pretested using the Metropolitan Readiness Test in order to determine their classification into ability level groups (high, average, and low) for purposes of final statistical analyses of the data. Post-treatment assessment was accomplished through the use of the California Achievement Test, the Children's Attitude Toward Reading Test (Redelheim, 1975), and two researcher-constructed instruments (the Primary Objectives-Referenced Reading Test, and the Attitude Toward Newspapers Test). Data from this study were analyzed using a series of three-way factorial analyses of variance in order to determine the effects of treatment and ability level placed on each of the four dependent measures. Additionally, in order to determine the extent to which the teacher effect might have influenced the data, a series of repeated measures analyses of variance was also utilized to determine the effects of treatment and ability level placement on each of the four dependent measures.

The results of this investigation indicated that no statistically significant differences existed among the three treatment groups. A differential effect on reading achievement or attitudes toward reading did not result from supplementary reading instruction in the NPRP materials. Although there were very predictable differences between the students in high, average, and low ability level placement groups, the results of this investigation indicated that all three treatments affected student reading achievement and attitudes toward reading to a similar degree.

DIFFERENCES IN SIGHT VOCABULARY ACHIEVEMENT OF DEPENDENT AND INDEPENDENT FIRST GRADE CHILDREN TAUGHT BY DIRECT AND INDIRECT TEACHING METHODS

Order No. 8009767

LUCKETT, ROBERT DANIEL, SR., ED.D. *Montana State University*, 1979. 151pp.

The study was designed to determine if a difference existed in the mean gain sight vocabulary scores of low and high dependent and independent first grade boys and girls taught by a direct or an indirect teaching method. The purpose of the study was to conduct an experimental investigation of direct and indirect teaching methods in relationship to the context variables sex and dependent and independent personality types. Reading sight vocabulary was chosen as the criterion variable.

Seven research hypotheses were investigated. Three hypotheses were used to analyze mean gain scores of groups based on sex, personality type and teaching method. Hypotheses four, five and six addressed two-way interactions, and the seventh hypothesis considered three-way interactions.

Sex and independency groupings were found to be non-significant. The dependency grouping was significant. Research hypothesis number three addressed differences of first grade children's mean gain sight vocabulary scores based upon direct and indirect teaching methods. A significant F value was observed. A post hoc analysis revealed no significant differences between first grade children's scores based on direct and indirect teaching method. The significant F was accounted for by differences between the non-treatment group and the treatment groups. Investigations of two-way and three-way interactions were not significant.

It was found that regardless of teaching method, pupils profited from instruction. Both treatment groups achieved better results than the non-treatment group. Variations in teaching practices did not make a difference in group mean gain scores on sight vocabulary. The sex of the child and independency did not affect the level of outcome while dependency affected pupil learning of sight vocabulary words.

The investigator challenged the idea that a single preferred teaching method exists. Both direct and indirect teaching methods provided a setting in which children learned the desired outcome. Certain contextual factors which researchers and practitioners must accomodate are significant factors affecting pupil performance on dependent variables. Therefore, searching for generic teaching behaviors in different contexts recognizes the need to develop an environment in which children are taught in a variety of ways.

PREQUESTIONS, PRESTATEMENTS, CAUSAL EXPRESSIONS, AND CAUSE-EFFECT PASSAGES: A COMPARATIVE STUDY OF ADJUNCT AIDS AND INSTRUCTIONAL APPROACHES WITH LOW AVERAGE AND GOOD READERS IN THE SIXTH GRADE

Order No. 8010609

MEMORY, DAVID MCINTOSH, PH.D. *University of Georgia*, 1979. 349pp. Director: Ira E. Aaron

This study investigated ways to help low average and good readers in the sixth grade comprehend cause-effect passages. The specific objectives were (1) to compare four types of adjunct aids and no aids as devices for enhancing understanding of and learning from cause-effect passages and (2) to compare six instructional approaches, four of which involved adjunct aids, as strategies for improving ability to understand and learn from such passages when no adjunct aids are present.

The materials used in these comparisons were 10 expository cause-effect passages taken from 270 randomly selected pages in sixth grade textbooks. Except for titles added to orient readers, these passages were used as they occurred in the textbooks. For each passage, four adjunct aids were constructed: (1) a main idea prestatement, stating the causal relationship that formed the main idea of the passage; (2) an example prestatement, describing a familiar example of the causal relationship; (3) a *why* prequestion, requiring the reader to identify the cause or causes in the main causal relationship of the passage; and (4) an application prequestion, requiring the reader to identify which of two situations was analagous to the causal relationship. Four questions assessing understanding of the main causal relationship and 10 literal questions were prepared in multiple-choice format for each passage. As one instructional approach, eight worksheet lessons on the comprehension of causal expressions were developed. Following the same pattern as the test passage materials, six practice passages were prepared with titles, adjunct aids, and posttest questions for students in the other treatment groups.

Random samples of 120 low average readers and 120 good readers were formed among the sixth graders of the schools of Clarke County, Georgia. These students were randomly assigned to six treatment groups: (1) the main idea prestatement group, (2) the example prestatement group, (3) the *why* prequestion group, (4) the application prequestion group, (5) the no adjunct aid group, and (6) the expressions lessons group. During one 30-minute period each week for six weeks, each student used the practice or instructional materials associated with his treatment group. The students read their passages or worksheets individually, answered the questions independently, and checked their answers themselves. During the seventh week each student read two test passages and answered the posttest questions. These results were used in comparing the six instructional approaches. During the first session of the eighth week, each student read two other test passages. For the students in four treatment groups, these passages were accompanied by adjunct aids. The next day, each student answered the posttest questions for these passages. Scores on these posttests were analyzed in the comparison of adjunct aids.

Twelve hypotheses were tested at the .05 level. Analysis of variance was employed in determining whether differences in posttest means existed, and the Newman-Keuls procedure was used to identify which pairs of means were different.

Three null hypotheses were rejected. The first involved the five total groups in the comparison of adjunct aids. Since there was a significant interaction involving ability in this analysis, the total group means were not compared. The second rejected null hypothesis involved the good readers in that analysis. The comparisons of subgroup means indicated that good readers in the no adjunct aid group performed significantly better on main idea questions than did good readers given application prequestions and those given *why* prequestions. The set of comparisons related to the third rejected null hypothesis indicated that low average readers in the expressions lessons group answered significantly more literal questions following passages not accompanied by adjunct aids than did low average readers in the *why* prequestion group.

Substantial nonsignificant differences supporting previous research were noted among low average readers in the comparison of adjunct aids. Low average readers given *why* prequestions and those given main idea prestatements performed better on main idea questions than did the ones given example prestatements.

AN EXPERIMENTAL STUDY OF THE TREATMENT EFFECTS OF WORD-ANALYSIS AND WORD-SUPPLY CORRECTION PROCEDURES DURING WORD-ATTACK

Order No. 8005786

MEYER, LINDA ANNE, PH.D. *University of Oregon*, 1979. 140pp. Advisor: Wesley C. Becker

The Problem. Empirical research has been conducted on several aspects of the program design and teaching strategies of the *Decoding B* (Engelmann et al., 1978) program (Fisher, 1978; Stallings, 1978; Carnine & Fink, 1976; Cowart, Carnine & Becker, 1976; Carnine & Fink, 1978; Carnine, 1976). The effects of correcting each mistake have been studied by Carnine (1976) and Siegel (1973). Most of these studies have been conducted on young students of low socio economic status. The findings have converged into what Rosenshine (1977) has called direct instruction.

The combination of teaching behaviors with strong empirical support and programming strategies with equally strong support has afforded an opportunity to study separate variables that may refine existing materials or teaching strategies.

Correction procedures during word-attack were selected to be studied in this experiment. Controversy exists in the field as to whether a skills approach (Otto, 1976) or a whole-word approach (Goodman & Burke, 1973) is more suitable for correcting reading errors. The argument continues in theory, although there are virtually no data to support either approach from carefully controlled interventions of substantial duration.

This study of correction procedures was designed not only because of the on-going controversy in the field over which approach is better suited to the needs of remedial readers, but also because the Word-Analysis procedures advocated in *Decoding B* are difficult to train teachers to use and implement. Also, there was no empirical evidence that within the carefully designed word-attack exercises which include a great deal of word-analysis practice, there was any need for correction procedures that provided additional word-analysis practice.

The difficulty training and implementing the Word-Analysis correction procedures, and the lack of evidence regarding the superiority of the procedures provided the impetus for this study.

Research Questions. Two research questions were asked during this experiment: (1) Are there significant differences in decoding performance between groups corrected with Word-Analysis correction procedures and groups corrected with Word-Supply correction procedures during the word-attack portion of word-attack practice during the first seventy lessons of *Decoding B*? (2) Will there be significant gains for the subjects in the *Decoding B* program in decoding and reading rate from pretest to posttest?

Method and Procedures. Ten teachers and 58 students were randomly selected and assigned to either the Word-Analysis treatment or the Word-Supply treatment. All groups began *Decoding B* with lesson one. All materials and procedures (with the exception of the correction procedures during word-attack) were the same for both groups.

Group performance was monitored by the individual administration of the *Wide Range Achievement Test*, the *Gray Oral Reading Test*, and the *Placement Test* as pretest and posttest measures. On-going progress was measured by performance on the Criterion-referenced tests administered bi-weekly during the 70-lesson study, and by analyzing the percentage of errors made by the group in story-reading of the words that had been taught in that lesson's word attack.

Results. Non-significant differences were found on performance on the main posttests between the Word-Analysis groups and the Word-Supply groups on all norm-referenced and criterion-referenced measures. Educationally and statistically significant gains were made in decoding on all measures, and significant gains were made in reading rate on the *Placement Test*.

Conclusions. The following conclusions seem warranted based upon the analysis of the data: (1) Word-Analysis and Word-Supply correction procedures are equally effective means of correcting word-attack mistakes. (2) The *Decoding B* program produces statistically and educationally significant gains with poor readers.

A STUDY TO DETERMINE THE RELATIONSHIP BETWEEN ELEMENTARY PRINCIPALS' KNOWLEDGE OF READING AND SECOND-GRADE STUDENTS' READING ACHIEVEMENT

Order No. 8012726

MOORE, CYNTHIA ANN MONK, ED.D. *University of Houston*, 1979. 184pp. Chairman: Dr. Wilson H. Lane

The principal is recognized in the literature as a key ingredient in a successful reading program. The literature also revealed that the factor of the "principal's knowledge of reading" was the most frequently listed characteristic of the principal deemed necessary for the success of the reading program.

The purpose of this study was to investigate the relationship between elementary principals' knowledge of reading and second-grade students' reading achievement when controls for teacher knowledge of reading, student socio-economic background, student ethnicity, and student turnover rates were applied.

Principals' and teachers' knowledge of reading was evaluated through *The Inventory of Teacher Knowledge of Reading* by A. Sterl Artley and Veralee B. Hardin. Three items were added to the inventory to reflect current trends in reading instruction that have emerged since the development and revision of the instrument in 1975.

Participating schools were randomly selected from campuses within the Region IV Education Service Center area, an area including seven counties in and around Houston, Texas. These participating schools contained a fifteen percent or less student population eligible for free or reduced meals and a fifteen percent or less student minority population. Student achievement scores for five students randomly selected from each teacher's classroom were recorded for testing completed in April, 1979. The study consisted of 24 elementary principals, 85 second-grade teachers, and 425 second-grade students located in thirteen school districts.

Six hypotheses were tested to examine the relationship between principals' and teachers' knowledge of reading and second-grade student reading achievement. Several additional analyses were also performed.

The statistical analyses failed to yield evidence to reject any of the null hypotheses. There were no significant differences at the .05 level on scores from the inventory between elementary principals and second-grade teachers; between elementary principals who had and who had not taken two or more professional reading courses; and between principals and teachers who had and who had not been in their position for nine years or longer. There were also no significant differences in schools and classrooms where principals' and teachers' scores on the inventory were labeled "high" and schools and classrooms where these scores were labeled "low." No correlation was found between teachers' scores on the inventory and second-grade students' reading achievement scores. The results of the item analysis revealed that the principals' scores were higher than the teachers' on sixty-five percent of the inventory. The principals surpassed the teachers in the areas identified by the International Reading Association as "language foundations of reading," "comprehension," "diagnostic teaching," and "program planning and improvement." The teachers' scores exceeded the principals' on thirty-five percent of the inventory. The teachers attained higher scores in the categories of "word analysis" and "enjoyment of reading." However, these differences were not significant. Both teachers and principals excelled in the areas of "diagnostic teaching" and "program planning and improvement." Their scores were lowest in the category of "language foundations of reading."

Based on these findings, it is recommended that: (1) The study be replicated using a sample that is representative of the national population. (2) The study be replicated at other grade levels. (3) Future studies be made utilizing controls for "reading grouping patterns" within the schools. (4) Experimental studies examine the relationship between the knowledge of reading of teachers who worked with principals who achieved high scores on the inventory and the knowledge of reading of those teachers who worked with principals who achieved low scores. (5) Additional research studies investigate the effect of training and tenure to teacher and principal knowledge of reading and student reading achievement. (6) The reasons for a lack of difference in student reading achievement between teachers who achieved a high or low score on the inventory be explored. (7) *The Inventory of Teacher Knowledge of Reading* be empirically validated.

EFFECT OF DRAMA-RELATED ACTIVITIES ON READING ACHIEVEMENT AND ATTITUDES OF ELEMENTARY CHILDREN

Order No. 8009727

PAPPAS, HELEN, ED.D. *Lehigh University*, 1979. 140pp.

The reading process is an application of interrelated communication skills that evoke higher level thinking processes. Creative dramatics activities in instructional design may offer opportunities for active application of skills necessary to the development of such thinking processes.

The purpose of this study was to investigate the effect of drama-oriented activities used in a systematic reading program upon the reading achievement and attitude of sixth-grade students.

Data were sought to test the following hypotheses: (1) There are no significant differences between the reading achievement of sixth-grade students engaged in a reading program integrated with systematic drama-oriented activities (experimental group), students engaged in a basal reading program (control group), and those students engaged in a reading program supplemented by filmstrips (placebo group). (2) There are no significant differences in reading achievement between male and female students engaged in the study. (3) There are no significant differences in attitude toward reading between the students participating in drama-oriented activities in the reading program (experimental group), the students engaged in a basal reading program (control group), and those students engaged in a reading program supplemented by filmstrips (placebo group). (4) There are no significant differences in attitude toward reading between male and female students engaged in the study.

The investigator administered two pre- and posttest measures to determine the effect of creative dramatics strategies upon achievement and attitude. The vocabulary and comprehension subtests of the Iowa Tests of Basic Skills were measures of achievement administered as a pretest in October and as a posttest in June of the same academic year. The Estes Reading Attitude Scale which was a measure of attitudinal change was also administered as a pretest in October and a posttest in June. The treatment took place over a seven month period.

Data examined in this study were analyzed at the Computing Center, Lehigh University, and at the Computing Center, Rutgers University.

Analyses of variance and covariance using repeated measures were performed on the pre- and postachievement scores. A one-way analysis of variance was performed on the pre- and postattitude scores. The covariate was intelligence. Differences were considered statistically significant at the .05 level of confidence.

Analysis of data revealed that: (1) There were no significant differences between the achievement of students whose reading instructional program included the use of creative dramatics strategies and those students whose program did not include such strategies ($p > .05$). (2) There were no significant differences in achievement between males and females in either the experimental, control, or placebo groups. (3) There were significant differences in increase in positive attitude about reading among the groups. The experimental group showed a significant growth in better attitude about reading ($p < .05$). (4) There was a significant difference at the .05 level of confidence in attitude about reading shown by males in the experimental group. The attitude of boys improved over the duration of the study.

The findings suggested that although creative dramatics did not improve reading scores of sixth-grade students, boys developed more positive attitudes toward reading as a result of creative dramatics.

THE EFFECT OF PARENT PARTICIPATION ON SECOND GRADE READING ACHIEVEMENT

Order No. 8008321

PERKINS, IRIS WILLIAMS, ED.D. *Texas Southern University*, 1978. 78pp. Adviser: Professor Joseph Butler

The purpose of this study was to investigate the effect of parent participation in school activities on second grade reading achievement. The theoretical assumption was that increased parent participation in school activities would increase student achievement.

The sample in the investigation originally consisted of 400 parents and 400 students. As a result of mortality, there were data for 292 parents and 232 students. Data were collected through the use of the Parent Interview Form and the Iowa Tests of Basic Skills.

The data were analyzed using a t-test of significance and the point biserial correlation statistical test.

The findings revealed the following: (1) There was not a significant difference between the reading achievement of second grade students who received parental assistance with school related tasks and those students who received no parental assistance. (2) There was not a significant difference between the attitudes of the assisting parents and non-assisting parents toward education. (3) There was no significant relationship between parental attitude toward education and student achievement. (4) There was no significant relationship between the parents' attitude toward education and student achievement for the experimental group. (5) There was no significant relationship between the parents; attitude toward education and student achievement for the control group.

The data appear to warrant the following conclusions: (1) Parental assistance did not increase reading achievement of second grade students. (2) Parental attitude toward education is not related to reading achievement of second grade students. (3) All hypotheses were accepted. Therefore, variables other than parental attitude toward education must be operating within the attainment of reading achievement of second grade students.

THE EFFECT OF PICTURES ON KINDERGARTEN PUPILS' ABILITY TO LEARN WORDS IN ISOLATION AND IN CONTEXT

Order No. 8001035

POOSTAY, Edward John, Ph.D. University of Georgia, 1979. 181pp. Major Professor: Ira E. Aaron

Some researchers have found that elementary pupils can be distracted from printed words if pictures are presented as clues to the pronunciation of the words. Therefore, they have concluded that words can be taught most effectively without the use of pictorial clues.

This study investigated the effect of pictures on the ability of 64 kindergarten pupils to learn four words: bird, door, fish, and book. In order to achieve the objective, the investigator taught each of those words by four modes of presentation: (1) word taught in isolation, (2) word taught in isolation with a picture, (3) word taught in a sentence, and (4) word taught in a sentence with a picture.

In order to be included in the sample, a pupil had to fail to identify all four words when the investigator asked, "What is this word?" If the child failed to identify the four words, the investigator randomly assigned him to one of the four experimental groups (modes of presentation), and proceeded through an individualized teaching sequence with each of the four words. The 64 subjects in the study received identical instruction; only the mode of presentation was different. During the instructional sequence, the investigator pointed to each letter in the word being taught, and asked the child to say aloud its name. Using that procedure, the investigator forced the subject to notice the letters in each word and the sequence of those letters.

The investigator administered individually a word identification test and a word location test one day after he taught the four words to a child. The same two tests were administered individually one week after he taught the four words. For the word identification tests the investigator asked the child to pronounce the printed form of each word taught when the investigator asked, "What is this word?" For the word location tests the investigator asked the child to point to the printed form of each word taught when it was presented in a sentence and the investigator said, "Point to the word _____." An analysis of variance was performed on the number of words identified and located correctly by the 64 subjects during the four tests. There were no statistically significant differences found between the responses of the subjects in each of the four experimental groups, regardless of the test or the time of administration.

The results of this study do not support the contention that words should be taught without picture clues. More likely, the results support the belief that there are many tangible variables affecting the child's ability to learn words.

THE RELATIONSHIP OF TEACHER REINFORCEMENT TO PUPIL BEHAVIOR AND READING ACHIEVEMENT

Order No. 8001037

POWELL, Glen Huel, Ph.D. University of Georgia, 1979. 117pp. Supervisor: Dr. Robert Aaron

Two major questions were answered in this study. First, how are teachers' reinforcing behaviors related to pupils' on-task behaviors? Second, how are teachers' reinforcing behaviors related to pupils' reading achievement? Forty-eight second grade teachers and their pupils were evaluated by a frequency count of behavior during group instruction in sight vocabulary, word recognition, and comprehension skills. Teachers' positive and negative reinforcing behaviors were categorized as being either academically or non-academically oriented. Pupils' on-task behaviors consisted of three different behavior categories.

Pearson product-moment correlation coefficients were calculated to test relationships between teachers' reinforcing behaviors. Teachers' negative non-academic was related to pupils' on-task behaviors. None of the other reinforcing behavior categories were related to pupils' on-task behaviors.

A series of multiple regression equations were calculated to test the relationships between teachers' reinforcing behaviors, pupils' on-task behaviors, and achievement. Pupils' prior-achievement was controlled in each of the multiple regression equations. Pupils' on-task behaviors were not related to reading comprehension achievement. Teachers' reinforcing behaviors were not related to either vocabulary or reading comprehension achievement.

The Pearson product-moment correlation coefficients between each of the independent variables were examined. Examination of these intercorrelations indicated that prior-achievement was related to negative reinforcement, negative academic reinforcement, and on-task behavior. Prior-achievement was not related to positive reinforcement. The variables that were related to prior-achievement were also related to end of year achievement. The difference between these univariate relationships and those in the multiple regression correlations suggest that the covariate, prior-achievement, affects teacher and pupil behavior.

READING PERFORMANCE MEASURED BY INFORMAL READING INVENTORIES IN AREAS OF MOST EXPRESSED INTEREST AND LEAST EXPRESSED INTEREST

Order No. 8004085

RAMIREZ, RHODA LAMASTUS, PH.D. *Southern Illinois University at Carbondale*, 1979. 229pp. Major Professor: Dr. Margaret Keyser Hill

This study investigated the relationship of interest to reading performance on informal reading inventories in the areas of most expressed and least expressed interest. It was believed that readers would have higher reading performance on material of most expressed interest as compared to reading performance on material of least expressed interest.

A review of the literature was given on the effects of interest on reading performance. An historical background was also given on the supporting areas of reading interests, informal reading inventories, readability, and procedures.

The sample consisted of 20 fourth grade boys and 30 fourth grade girls from self-contained classrooms in 2 schools in East Baton Rouge Parish, Louisiana. The subjects were individually tested using an interest determiner and informal reading inventories constructed by the researcher.

Analysis of variance revealed significant results in favor of reading performance on material of most expressed interest. The interaction effects of interest by school and interest by sex were not significant.

It was concluded that interest in the material read does increase reading performance. Consideration of a child's interest during diagnosis and instruction was recommended. Various suggestions were given for follow up studies.

THE INTERACTION OF BEGINNING READERS' STRATEGIES AND TEXTS REFLECTING ALTERNATE MODELS OF PREDICTABILITY

Order No. 8000619

RHODES, Lynn Knebel, Ed.D. Indiana University, 1979. 223pp. Chairpersons: Dr. C. L. Burke and Dr. J. C. Harste

Statement of the Problem: The study investigated the relationship between reader performance and the semantic structure of texts. The study was based on two assumptions:

--that the author's theoretical orientation to reading influences the semantic structure of the text

--that the reader's comprehension and strategies are affected by the semantic structure of the text.

It was hypothesized that readers would more effectively read texts reflecting a whole language theoretical orientation (more predictable stories) than texts reflecting skills and phonics orientations (less predictable stories).

Procedures: Four texts were selected from first grade basal readers representing alternate views of the reading process. Two texts, representing a whole language orientation, were selected to encourage children to use the syntactic and semantic systems effectively in predicting meaning; two other texts, representing phonics and skills orientations, reflected a belief that the letter or word was the central unit of language and a necessary mediation to meaning. An analysis (Goodman & Burke, 1972) was made of the miscues and retellings generated by 13 first graders reading the four texts. The children's perceptions of the reading process were identified using The Reading Interview (Burke, prepublication). Data was also analyzed to determine the children's story preferences and their focus (word or meaning) during the process of reading as evidenced by in-process spontaneous verbalizations.

Three semantic discourse analysis methods were outlined as useful for application to the four texts: cohesion analysis (Halliday & Hassan, 1976), propositional analysis (Kintsch & van Dijk, 1978), and story grammar analysis (Stein & Glenn, 1978). Two of the techniques, cohesion analysis and story grammar analysis, were utilized in generating semantic text descriptions which were compared with observed variation in reading performance.

Findings and Conclusions: Intra-story variations in reading performance were found as well as inter-story variations. In spite of the pervasive influence of the children's personal theoretical orientations on overall reading performance, portions of the more predictable stories encouraged more effective reading strategies than other portions of the same stories and all portions of the less predictable stories. Retelling scores and story preference ratings were higher for the more predictable stories. Spontaneous verbalizations focused on meaning in the more predictable stories and on words in the less predictable stories.

Ir the stories confirmed to be more predictable, cohesion analysis revealed (a) a trend toward a greater number of cohesive ties though no direct relation was found between reader performance and number of ties over story portions, (b) moderation of cohesive distance between the cohesive and presupposed items, and (c) a larger percentage of reference and conjunction ties.

Analyses of the length of lexically cohesive items and the extent of episode repetition revealed that the more predictable stories were characterized by repetition of large language units and the less predictable stories by repetition at the word level.

Story grammar analysis revealed that all but one episode in the predictable stories were found to be complete while half the episodes in the less predictable stories were incomplete. Most incomplete episodes lacked a direct consequence, an omission which generally causes a decrease in recall for first graders (Stein, 1978). CAUSE relations were found to characterize a majority of the more predictable episode relations while THEN relations characterized all of the episode relations in the less predictable stories. Causally connected episodes have been shown to be better recalled (Stein & Glenn, 1978). Most of the episodes in the more predictable stories were embedded, creating a tight structure. None of the less predictable story episodes were embedded.

Relationships found between reader performance and the semantic text structures suggest that selections which focus reader attention on semantics facilitate comprehension by encouraging more effective utilization of all available cue systems.

TUTOR EFFECTIVENESS UNDER DIFFERENT LEVELS OF TRAINING FOR TEACHING THE VISUAL DISCRIMINATION OF LETTERS

Order No. 8010989

SHUSTRIN, RICHARD IRWIN, PH.D. *Fordham University*, 1980. 306pp. Mentor: Trina Lawson

The purpose of the study was to compare the effectiveness of cross-age tutors who were extensively trained in an instructional program and tutors who were minimally trained and who utilized their own techniques in teaching the visual discrimination of *b* from *d*, and *p* from *q* to kindergarten and first grade children.

The extensively trained tutors utilized a program designed by the investigator based on Resnick's (1976) Rational Task Analysis (RTA). The RTA is a maximally efficient procedure which prescribes the minimum number of steps in the most economical time in learning a specific task. The RTA in the present study employed transparent overlays and color highlighting of the distinctive features of the letters to teach the visual discrimination of the most confusing letter pairs of the alphabet (*b* and *d*, *p* and *q*).

The minimally trained tutors were left to develop their own technique (as described in Resnick's Empirical Task Analysis, ETA) in teaching the same discrimination task. The ETA is a procedure based on a learner's own personal strategies in mastering a task, rather than the carefully prescribed program presented in the RTA.

Specifically, answers were sought to the following questions: (1) Will there be significant differences between posttest scores on a test in visually discriminating *b* from *d*, and *p* from *q*, of the pupils of extensively trained tutors using the RTA and the pupils of the minimally trained tutors using the ETA? (2) Will there be significant differences between posttest scores on a test to name the letters *b*, *d*, *p*, and *q*, of the pupils of the extensively trained tutors and the pupils of the minimally trained tutors?

The subjects were 48 fifth graders from a Title I elementary school in Manhattan, who were the tutors, and 48 kindergarten and first-grade children from the same school, who were the tutees. The subjects were randomly selected and divided into two groups. One group was composed of 24 extensively trained tutors and their 24 tutees. The other group consisted of 24 minimally trained tutors and their 24 tutees.

A screening test was administered to all subjects to make sure that the tutees could not discriminate the letters and that the tutors had mastered letter discrimination prior to the tutoring sessions. The tutoring sessions lasted for 13 schooldays, at the conclusion of which two tests were administered to the tutees to determine if they learned to discriminate and name the letters.

Results of the study were as follows: (1) Both groups of tutees showed increased posttest scores on all tests indicating the effectiveness of cross-age tutoring in teaching the visual discrimination of letters. (2) The extensively trained tutors using the RTA were significantly more successful than the minimally trained tutors using the ETA, both in teaching the visual discrimination of *b* from *d*, and *p* from *q* ($t = 2.31$, $p > .05$, $df = 46$) and in naming the letters ($t = 7.67$, $p > .05$, $df = 46$).

In conclusion, the findings of the present study seemed to indicate that cross-age tutoring was effective in teaching the visual discrimination of *b* from *d*, and *p* from *q*, and naming the letters, in varying degrees of success. The ETA utilized by the minimally trained tutors, while not as successful as the RTA used by the extensively trained tutors, still proved to be effective in teaching the visual discrimination of letters. The findings of the study lent further support to the necessity and desirability of employing tutoring in the classroom.

A BEGINNING PROGRAM OF READING GRAPHS FOR SECOND AND THIRD GRADE STUDENTS

Order No. 7922780

SLAUGHTER, Judith Pollard, Ed.D. Duke University, 1979. 158pp. Supervisor: Anne H. Adams

The purpose of the study was to develop and evaluate a program for teaching the reading of graphs at the second and third grade levels.

Two hundred twenty-two students from four schools in the Protestant School Board of Greater Montreal, Montreal, Quebec, Canada, participated in the study. Eighty students in the study were in the second grade; 142 students were in the third grade. Interns in the Diploma Program of McGill University presented the program of instruction in reading graphs to the 111 students assigned to the experimental group. The remaining 111 students formed the control group.

The Gates-MacGinitie Reading Tests, Primary B, Vocabulary and Comprehension for second grade and Primary C, Vocabulary and Comprehension for third grade were used to measure reading ability of all students. A pre-test and post-test in reading graphs were also administered to the students in the study.

A correlated T-test was used to determine if there was a significant difference between the mean scores on the pre-test and post-test for each group. Analyses of variance were used to study the effects of the treatment groups in relationship to grade level and sex upon the difference between the pre-test and post-test mean scores. A Pearson correlation was used to measure the strength of relationship between the reading test percentiles and the post-test and gain scores in the graphs readability test.

The results of the statistical analyses produced the following findings:

1. While both treatment groups made statisticall significant gains in their test scores in the reading of graphs, the increases made by the experimental group were substantially greater than those of the control group.

2. Neither sex nor grade level had any significant effect on the difference between pre-test and post-test scores. It can be inferred that the increase in the scores on the test for the reading of graphs was the result of the treatment.

3. The scores on the post-test and the reading percentiles were positively correlated.

4. The correlation between the reading percentiles and the difference between the scores on the pre-test and post-test was not significant.

Within the limitations of this study, the following conclusions were justified:

1. Students with lower scores on the pre-test tended to have larger gains when measured on the post-test.

2. The correlation between the pre-test and post-test scores was higher for the control group than for the experimental group.

3. The program of instruction was used satisfactorily by teachers with limited classroom experience. The interns evaluated the program of instruction both in meetings and on the provided questionnaires. (See Appendix E.) A brief summary of their comments follows.

a) Four interns reported that the stated objectives were not met for Lesson 16. One reported that the objectives were not met for Lesson 15 in her class. The interns felt the rest of the lessons did meet the established objectives.

b) The interns felt that the lessons satisfied the intellectual level of the students in all but a few isolated cases.

c) All the interns stated that the lessons were very interesting for the students, generating many discussions.

d) The lessons seemed to be an appropriate length for the students. A few, however, reported that the pasting involved in three lessons was too time consuming for some children.

e) Three other problems were reported. The candle in the experiment for Lesson 13 did not burn quickly enough to show dramatic results. Some of the graph forms did not provide enough spaces for all the information. A few children in two classes reportedly became upset in Lesson 8, because they had not been selected as part of the sample.

f) All interns felt that the guide was very complete and easy to follow.

A STUDY OF FULL-DAY ALTERNATE DAY VERSUS HALF-DAY EVERY-DAY KINDERGARTEN SESSIONS

Order No. 8000049

SMITH, Robert Allen, Ph.D. Bowling Green State University, 1979. 130pp.

Purpose

The purposes of this study were to: 1) compare the achievements in reading readiness; 2) compare the attitudes toward school; and 3) peer acceptance of kindergarten students when half-day every day sessions were compared with alternate day full-day sessions.

Procedure--First Year Kindergarten, 1977-78

The study sample was composed of eight elementary schools. Approximately eight students in twenty-nine classes were randomly selected and were administered the Slossen Intelligence Test during the fall. By the end of the school year approximately two hundred of these students were still enrolled in the same classes and had also been administered during May, 1978 the Metropolitan Reading Readiness Test battery, an Attitude Toward School instrument and a sociometric instrument. On April 4, 1979 all first graders in the eight sample schools were given the Metropolitan Achievement Test.

Findings

1) At the end of the kindergarten year, a definite trend was evidenced showing the half-day students (especially the boys) scoring superior to full-day students on the Metropolitan Reading Readiness Test battery.

2) At the end of the kindergarten year, no significant difference was present in the students' attitude toward school.

3) At the end of the kindergarten year, no significant difference was found between the half-day and full-day students relating to the number of isolates in various classes.

4) At the end of the second year, data collected and analyzed revealed that first grade students who attended kindergarten on a daily half-day basis scored equal to or higher than the first grade students who attended kindergarten on a full-day alternate day basis.

Conclusions

Findings, over the two-year study, indicate that the daily half-day kindergarten students are better prepared for the first grade and that these same students score higher at the end of the first grade than do their counterparts who attended kindergarten on an alternate day full-day basis.

A Significant Question

Would similar findings occur if the same study should be conducted with different school systems over a different time period?

COGNITIVE STYLE AND READING: THE INTERRELATIONSHIPS OF FOUR COGNITIVE STYLES AND THEIR INFLUENCE ON READING PERFORMANCE

Order No. 8000536

TAMOR, LYNNE, PH.D. *University of California, Berkeley*, 1979. 264pp.

For some time, both educational researchers and educational practitioners have been concerned with individual differences in reading performance of children at the same general stage of reading acquisition as well as differences across stages of development. One response to these concerns has been a growing literature describing the role in the reading process played by cognitive styles. Most research on this topic, however, has been relatively atheoretical since no general theory accounting for both cognitive style and reading has been put forward. This dissertation represents an attempt to develop such a model and use it to generate predictions about the relationships between different styles and the influences of those styles on reading performance.

The theoretical approach is based on Pascual-Leone's Theory of Constructive Operators, a general process-structural model of cognitive processing extending Piaget's purely structural model of cognitive development. The theory attempts to account for learning and development, and for moment-by-moment processing. It provides an explicit definition of cognitive styles and their role in determining cognitive performance, as well as accounting for affect and other factors frequently omitted from cognitive theories. At this point the model is developed at a rather general level and cannot be directly extended to account for reading performance. It is compatible in most respects with Rumelhart's interactive model of reading, however, and even facilitates expansion of that model to account for development and motivational influences. The first chapters of this dissertation are devoted to integrating Rumelhart's reading model with Pascual-Leone's general cognitive model in order to generate empirically-testable hypotheses concerning the influences of cognitive styles on reading performance. In addition, the relationships between the four styles under study were also considered since each reader's performance may be influenced jointly by several different stylistic parameters.

sixth grade groups at the .05 level of confidence. (3) There were significant differences in mean scores from pre- to post-tests at fifth grade for the experimental groups. Eighty-one percent of the subtests and PABT indicated significant gains at the .05 level of confidence. (4) More than fifty percent of the subtests and PABT indicated no significant differences in mean scores from the pre- to post-tests at sixth grade for the experimental group at the .05 level of confidence. (5) There was no significant difference in mean scores from pre- to post-tests at fifth grade for the control groups. Sixty-six percent of the subtests and the PABT indicated no significant differences at the .05 level of confidence. (6) There was no significant difference in mean scores from pre- to post-tests at sixth grade for the control group. Ninety-five percent of the subtests and PABT indicated no significant differences at the .05 level of confidence.

Conclusions. Based on the findings, the following conclusions were drawn: The experimental fifth grade students made significantly greater gains in study skills than those in the fifth grade control group.

Although experimental sixth grade students did not make significantly greater gains in study skills than those in the sixth grade control group, there were measurable gains made in fifty-two percent of the subtests, and eight percent more showed significant gains.

Subjects in the study were 117 second, third, and fifth graders attending a predominantly white, upper-middle class, suburban elementary school. Each child was tested individually. Four different stylistic dimensions were measured: field dependence-independence (FDI), impulsivity-reflection (I-R), attentional rigidity-flexibility (ARF), and adaptive flexibility (AF). Separate measures were used for each style. In addition, each child's mental processing power (M-power) was estimated via the Backward Digit Span. Overall reading achievement was measured by the WRAT reading subtest and oral reading samples were collected using the Gilmore Oral Paragraph Reading Test. The tape recorded reading samples were subjected to miscue analysis.

Moderate correlations between all pairs of true cognitive styles were predicted. FDI and I-R were found to be strongly related at all grade levels, and FDI was also related to AF at fifth grade. It was concluded for both theoretical and empirical reasons that ARF is not a true cognitive style. Further, it seemed likely that I-R was a cognitive style only insofar as it incorporated FDI.

The reading samples for each child were divided into easy and hard text on the basis of individual reading achievement level. Miscue profiles were developed separately for each set of texts and differences between text difficulty levels were examined. Significant differences in miscue profiles

THE EFFECTS OF THE USE OF THE EXEMPLARY CENTER FOR READING INSTRUCTION'S PROGRAM ON A SELECTED GROUP OF ELEMENTARY SCHOOL STUDENTS

Order No. 8000030

VELVIN, Mary Jo Poovey, Ed.D. East Texas State University, 1979. 169pp. Adviser: Mary L. Jernigan

Purpose of the Study: The purpose of this study was to investigate the effects of the use of the Exemplary Center for Reading Instruction (ECRI) technique on the achievement of a selected group of elementary school students. Of primary concern was the achievement of students in word knowledge, word discrimination, and reading comprehension between students taught by the ECRI technique and students taught by the traditional basal approach. The students' achievement was also compared according to the sex of the subjects. The data were obtained from end-of-the-year achievement test scores on the Metropolitan Achievement Test (MAT) for the school years of 1975–76, 1976–77, and 1977–78.

Procedure: A school in Northeast Texas that taught both the basal approach and the ECRI technique was selected. Eight teachers who met specified criteria were selected. Four teachers were found who met the ECRI criteria and four who met the basal criteria--thus giving a total of eight teachers. The ECRI teachers were teachers who taught the basal approach in the school year of 1975–76 and changed to the ECRI

approach for the school years of 1976–77 and 1977–78. The four basal teachers were teachers who taught the basal series for the school years of 1975–76, 1976–77, and 1977–78. The students involved in this study were students who had been in one of the teachers' classrooms during the school year of 1975–76, 1976–77, or 1977–78. A total of 484 students was involved.

During the spring semester of 1979, the examiner analyzed the data received from end-of-the-year achievement test scores on the MAT. Scores from achievement tests during 1975–76, 1976–77, and 1977–78 were used to determine whether there were any statistically significant differences between the two groups in reading achievement.

Findings: The study resulted in the following findings:

1. No statistically significant difference was obtained on word knowledge, word discrimination, and reading comprehension scores of students who received ECRI instruction or students who received basal instruction for the school years of 1975–76, 1976–77, or 1977–78.
2. No statistically significant difference was obtained on word knowledge, word discrimination, and reading comprehension scores of female students who received ECRI instruction or female students who received basal instruction for the school years of 1975–76, 1976–77, and 1977–78.
3. No statistically significant difference was obtained on word knowledge, word discrimination, and reading comprehension scores of male students who received ECRI instruction or male students who received basal instruction for the school years of 1975–76, 1976–77, and 1977–78.

Conclusions: The following conclusions were advanced:

1. Students who received ECRI instruction improved no more in their word knowledge, word discrimination, and reading comprehension skills than did students enrolled in classes in which the traditional basal approach was taught. Findings of this study contradicted results of other studies concerning the ECRI reading program. A review of literature showed statistically significant gains in other areas of the country in which the ECRI technique was taught.
2. Females who received ECRI instruction improved no more in word knowledge, word discrimination, and reading comprehension skills than females who received basal instruction. Perhaps, then, the teaching of reading has no greater impact on one group of females as compared to another group of females.
3. Males who received ECRI instruction improved no more in word knowledge, word discrimination, and reading comprehension skills than males who received basal instruction. Even though there was no major significant difference in males who received ECRI and basal instruction, there was one minor significant difference in word knowledge scores of males in the ECRI group who received basal instruction in 1975–76 and ECRI instruction in 1977–78. Perhaps, then, the ECRI technique does improve word knowledge skills for males.

A PSYCHOLINGUISTIC STUDY OF THE RELATIONSHIP OF COGNITIVE DEVELOPMENT AND THE READING STRATEGIES USED BY SECOND GRADERS

Order No. 8007852

WANGBERG, ELAINE GREGORY, PH.D. *The University of Michigan*, 1979. 103pp. Chairperson: Irene K. Heller

The purpose of the study was to examine the relationship of level of cognitive development and the way in which young students read.

The subjects were fifty-one second graders from a mid-western middle class public school. The data for the study were obtained from the subjects' responses on both cognitive and oral reading tasks. Three Piagetian tasks were used to determine cognitive level: (1) conservation of liquid quantity, (2) concept development of the term "brother/sister," and (3) development of logical thought using sentence completion with "because." Reading strategies were evaluated from oral reading responses on frustration level passages of the *Woods Moe Analytical Reading Inventory*, forms A and B, analyzed with miscue analysis procedures, developed by Goodman and Burke (1972).

A sub-study of inter-rater reliability was conducted in order to confirm the reliability of the miscue procedure. With a sample of ten subjects, reliability averaged .91 and ranged from a low of .80 to a high of .97 (Ebel, 1972, and Tuckman, 1978).

Statistical analysis utilized multiple regression procedures. The hypotheses examined were: (1) Subjects with lower levels of cognitive development focus more on grapho-phonemic clues than subjects with higher levels of cognitive development. (2) Subjects with lower levels of cognitive development make miscues which interfere with meaning more than subjects with higher levels of cognitive development. (3) Subjects with lower levels of cognitive development attempt to self-correct those miscues which interfere with meaning less often than subjects with higher levels of cognitive development. (4) Subjects with lower levels of cognitive development make a lower percentage of successful self-corrections than subjects with higher levels of cognitive development.

Data analyses revealed the cognitive Because Task is an important predictor of certain reading strategies. The making of miscues which interfere with meaning, the incidence of self-correction when there is meaning change, and the use of the graphic cueing system relate significantly to the cognitive Because Task. With attempt to self-correct when there is meaning change, prediction can be increased with the use of the Conservation Task as well as the Because Task.

In contrast, the use of the grapho-phonemic cueing system and the incidence of successful, or exact, self-correction do not show a significant relationship to the cognitive tasks of this study. Finally, the Brother/Sister Task was not an important predictor of reading strategies.

Secondary analyses were conducted in order to examine the relationship of the cognitive tasks, reading strength strategies, and frustration level. Findings suggest a strong relationship between reading strength strategies and (1) frustration reading level, followed by (2) responses on the cognitive Because Task, and (3) responses on the cognitive Conservation Task.

Results show the Because Task to be a significant measure of: cognitive development, the relationship of cognitive development and reading strategies, and the relationship of cognitive development and reading frustration level. In some cases, this relationship is strengthened by the addition of the Conservation Task. However, this study suggests the Conservation Task, alone, does not relate strongly to the strategies students apply when reading.

The study demonstrates the relationship of cognitive development to the strategies a reader uses and, particularly, to the interaction of reading strength strategies. The significance of the study is that it provides empirical support for theoretical models of reading as a psycholinguistic process. Further, the study provides additional empirical support for the miscue analysis procedure.

Oral reading responses can be a signal, to the researcher and the teacher, of operations in the child's mind during the reading process. Further study of the relationship of cognitive operations to their specific application in the reading process is needed to strengthen and broaden our knowledge of the reading process.

AN EXAMINATION OF THE RELATIONSHIP BETWEEN THE COGNITIVE LEVELS OF TEACHER QUESTIONS AND SELECTED STUDENT PLACEMENT AND TEACHER VARIABLES

Order No. 8004604

WHITTEMORE, JUDITH DUNCAN, ED.D. *University of Virginia*, 1979. 114pp.

This study was intended to examine the substantive questions asked of children assigned to different reading groups and grade levels in an elementary school to determine whether or not the cognitive levels of questions varied from group to group and from grade to grade and to determine whether or not the questions varied in relation to teacher measures of experience, training, or race.

The subjects in this study were thirty-three teachers assigned to teach grades two through six in one school division. Two observers visited each of the thirty-three classrooms during a directed reading-thinking activity and categorized teacher questions on a four-point scale as literal, reorganization, inferential, or evaluation type questions. These visits were distributed in such a manner as to assure observations of reading groups of high, average, and low reading achievers at each grade level. The subjects in this study were surveyed to determine the number of years of teaching experience, the number of years of participation in the school division's inservice training in the language experience approach to reading and the directed reading-thinking activity, and their racial identity.

The data collected through the observations and the survey was analyzed through the utilization of the Pearson correlation coefficient test, analysis of variance, and Tukey HSD multiple range test, and regression analysis.

Findings of the study may be considered within the scope and limitations placed on the study. The findings included: There was a significant relationship between the inferential comprehension level of verbal questions asked and the grade level assignment of children in grades two, three, four, five, and six. There were significant relationships between the cognitive levels of verbal questions asked and the reading group assignment of children in achievement levels high, average, and low. There were significant relationships between the cognitive levels of questions asked and the experience of teachers. There were significant relationships between the cognitive levels of questions asked and the specific training of teachers in the directed reading-thinking activity. There was a significant relationship between the inferential comprehension level of questions asked and the race of the teacher. At the inferential comprehension level of questions, when all of the variables studied were considered together, the student grade level placement, the student reading group assignment, the teacher experience, the teacher training, and the teacher race, they all contributed significantly to the differences in the percentages of inferential comprehension questions asked.

The findings were discussed in relation to the assumption that questions can be an integral part of a teacher strategy designed to stimulate cognitive growth in children.

Recommendations for further study were asserted.

THE EFFECTS OF CLOSE TEXTUAL ANALYSIS ON SIXTH GRADE STUDENT'S ABILITY TO PRODUCE A GIST OR SUMMARY STATEMENT

Order No. 8006686

WILSON, CATHY ROLLER, PH.D. *University of Minnesota*, 1979. 182pp.

The study was conducted to determine whether instructing sixth grade students in identifying the text organization of passages would improve their reading comprehension of the passages. Text organization refers to the global structure of the passage which determines the relationships among ideas. Two text organizational patterns or writing styles were used in this study--expository and narrative. The expository versions of the passages had a main idea and four supporting subideas. The narrative versions had a character statement, goal statement, three episode summary statements, and a resolution.

The passages used in the study were 380 words and had a sixth grade reading difficulty level. About 300 words in both the narrative and expository versions were approximately the same. The remaining 80 words gave the passages their narrative or expository style.

Fifty-six sixth grade students who where good readers from a suburban school district were randomly assigned to one of four instructional groups. The four instructional groups were defined by combining two factors: instructional treatment (traditional or organizational) and writing style (expository or narrative). The four instructional groups were expository traditional, expository organizational, narrative traditional, and narrative organizational.

The traditional instruction involved underlining key vocabulary items and the answers to comprehension questions, making a list of important ideas, and writing a gist statement. The text organizational instruction involved identifying the text organization and underlining the important points, making an outline or a story plan (depending on whether they were in an expository or narrative group), and using the outline or plan as a guide to writing the gist or summary statement.

After four instructional sessions of 30 minutes, the students were tested. Half of the students from each of the instructional groups read passages that remained intact while half read scrambled versions of the texts in which the original texts had been randomly rearranged. The scrambled texts were included to provide a strong contrast for the well organized expository and narrative versions of the text.

The effects of these procedures were assessed in a 2 x 2 x 2 ANOVA. The three factors were writing style (expository or narrative), instructional treatment (traditional or organization), and text arrangement (intact or scrambled). The five dependent measures of reading comprehension were a writer constructed multiple choice test, reading time, gist or summary writing time, gist or summary score, and a strategy check score.

There were no significant effects for either the multiple choice test or the gist writing times. For the reading time variable, writing style was significant, $F\ (1,48) = 13.09, p < .001$. The students who read the expository versions of the texts spent more time reading the passages than the students who read the narrative versions.

For the summary of gist scores there were three significant effects, instructional treatment, $F\ (1,48) = 20.96, p < .001$, text arrangement, $F\ (1,48) = 16.60, p < .001$, and the instructional treatment by text arrangement interaction, $F\ (1,48) = 15.92, p < .001$. The students who received the text organization instruction wrote better summary or gist statements than the students who received the more traditional instruction, and those who read the intact texts scored higher than those who read the scrambled texts.

Although the results of the analysis were not consistent across the dependent measures, the significant effects for instructional treatment and text organization with the gist scores lend tentative support to the conclusions that text organization is an important controlling variable for reading comprehension, and that teaching children to identify text organization does improve their ability to write a gist or summary statement.

HOW QUESTIONING STRATEGIES ARE EMPLOYED IN TWELVE BASAL READER SERIES

Order No. 8004582

WOODBURN, MARY STUART, ED.D. *University of Virginia*, 1979. 287pp.

Problem. The purpose of this investigation was to reveal the current types of questioning strategies of basal reader teachers' guidebooks used in the primary grades.

Methodology. The questions were selected from first, second, and third grade basal reader guidebooks from twelve different basal reading series. A sample of questions were drawn from the 1^2, 2^2, and 3^2 guidebooks. A total of 4149 questions were analyzed from 36 guidebooks and 108 story selections.

The questions were examined in several ways. Bloom's *Taxonomy of Educational Objectives* was utilized to classify the cognitive level of each question. The purpose questions were then examined to determine the teacher purpose questions, the pupil purpose questions, and the purpose questions honored in follow-up questions.

Once the data was collected and summary tables prepared percentages were computed. To determine how much confidence could be placed in each percentage the standard error of the percentages was computed. Percentile bands were established for each percentile at the .05 level of significance. To interpret the results of data means were established for the total questions in each category as well as mean percents.

Results and Conclusions. First, of all the twelve series analyzed, four indicated in their statement of purposes that although meaning was important word attack as their primary concern in the lower grades. Three of these four, however, were well above the mean percent in higher cognitive questions. They emphasized higher cognitive levels more than some of the series that professed a strong emphasis on comprehension and children's thinking. The one of the four whose primary purpose was in fostering word attack skills did have the smallest percentage of higher cognitive questions of any of the twelve series. Eight of the series included statements of purpose emphasizing the importance of comprehension (inference and critical thinking). Of these, however, only one series of the eight whose philosophy emphasized comprehension and thinking reflected this in their questions found in the teachers' guidebooks. Therefore, it was concluded that often some statements of purpose are not reflected in the guidebooks.

Second, there was a great preponderance (61.6%) of questions on the knowledge level. (Ten of the twelve series contained over 50% of their questions in the lower cognitive level.) The second greatest emphasis was on comprehension (24.5%). Analysis was third (5.1%) with synthesis (3.9%), evaluation (2.9%), and application (1.9%) following closely.

Third, the majority of the basal publishers are relying on teacher purpose questions heavily, almost to the exclusion of pupil purpose questions; even though research findings offer much evidence in support of pupil's setting their own purposes for reading.

Fourth, of the teacher and pupil purpose questions provided in pre-reading activity, only a little over half were honored (65.7%) in follow-up activity.

Fifth, in only two of the series did higher cognitive levels increase as grade level increased. In several series one or two higher cognitive levels increased as grade level increased, but just as many higher levels decreased as grade level increased. The synthesis, particularly predictive, questions decreased as grade level increased more than any other level.

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